

**THE CAREER DEVELOPMENT OF SUCCESSFUL HISPANIC  
ADMINISTRATORS IN HIGHER EDUCATION: A DELPHI STUDY**

A Dissertation

by

RITO SILVA JR.

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2007

Major Subject: Educational Human Resource Development

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## **ABSTRACT**

The Career Development of Successful Hispanic Administrators  
in Higher Education: A Delphi Study. (August 2007)

Rito Silva Jr., B.B.A., Texas A&I University;  
M.S., Texas A&M University-Kingsville

Chair of Advisory Committee: Dr. Larry M. Dooley

The purpose of this study was twofold: (1) to identify the successful experiences and strategies implemented by Hispanic administrators who have a successful career in higher education and (2) to take a futuristic look at the careers of Hispanic administrators in higher education by identifying recommendations and strategies proposed by a panel of successful Hispanic administrators to help Hispanics in the future. To focus on the career development of Hispanic administrators, a Delphi panel of 11 administrators who serve in the role of Vice-Presidents, Presidents and Chancellors from across the country was utilized. This research used a computer-based Delphi technique. A portion of the three-round study was sponsored by the Center for Distance Learning Research (CDLR) at Texas A&M University.

The first round was open-ended. Panelists were asked to answer four research questions. Those items were then put into common themes and sent out for rankings on a 4 point Likert scale for Round 2. Panelists were also given another opportunity to add items to the list during Round 2. Round 3 asked panelists to review their rankings, group rankings and standard deviations. Then they were given an opportunity to change their rankings or keep them the same. Panelists also ranked items that were added during

Round 2. A consensus was established on items that were rated either a 3 (agree) or a 4 (strongly agree) by all panelists.

Through this study, a total of 48 items met consensus on the four research questions. Many of the items that met consensus addressed the need of inter- and intra-personal skills as well as leadership abilities. Among the highest ranking items were obtaining a doctoral degree, personal motivation, ability to work with others, communication skills and people skills. Among the recommendations, based on the consensus items, are the creation of a University Minority Graduate Identification Program and the development of an Executive Leadership Program for Minorities.

## **DEDICATION**

I would like to dedicate this dissertation to all Hispanic administrators in colleges and universities throughout the country, who have courageously paved a path for Hispanic students, faculty, staff, and administrators. I would especially like to dedicate this dissertation to the administrators who served on the panel for this research. Their generous contribution of experience, knowledge and skills was the foundation of this research and recognizes the sacrifices and lifetime achievements toward the field of administration in higher education.

This dissertation is dedicated to the pride and joy of my life; my two beautiful daughters, Cassandra Leanne Silva and Katherine Sierra Silva. The joy and happiness you two bring into my life has allowed me the strength and determination to pursue my dreams and overcome every hurdle. You two have always been my inspiration, and I can only hope that my work will make you proud of your dear old dad. I love you more than words can say!

## ACKNOWLEDGEMENTS

The completion of this particular journey in my life is owed to so many individuals; I hesitate to begin in fear of missing any.

First of all to Dr. Larry M. Dooley, the Chair of my committee, for his belief in me and never letting me give up. I can't begin to express my appreciation for his guidance, support and scholarship throughout each stage of this journey. To the members of my committee, Dr. Toby Egan, Dr. Bryan Cole and Dr. James Lindner, a special thank you. I am truly humbled by the level of expertise that you shared with me through this process. I would also like to thank Dr. Sue Lynham, for her relentless pursuit of academic excellence in all the course work.

I would like to extend a special thank you to Dr. Rod Ham and the many individuals from the Center for Distance Learning Research at Texas A&M University for their assistance.

I would also like to thank the role models in my professional career. Dr. Santos Martinez, Dr. Eliseo Torres, Dr. Gary Low and Dean I.Q. Vidaurri; it would take many pages to express my sincere gratitude to all of you. It was not so much your words, but your actions that have made a lasting influence in my life. I emulate each of you and hope to be able to change lives as you have done for me.

I would like to begin my personal "thank you's" with my mother, Janie Silva. How does one properly thank a person who dedicated her whole life to giving you everything you ever wanted? Mom, thanks for everything. I know raising an only child

as a single-parent had many challenges. You have been with me through thick and thin. I can only say I love you so, so much.

I have to acknowledge my father, Rito Silva Sr., a man who gave up his life fighting for his country in the Vietnam War. I never met him, but I feel his spirit with me every day. I am constantly striving to honor his name. My constant pursuit of wanting to hear him say those words which I will never hear, “Son, I’m proud of you,” has been the fire that keeps me striving for the next level.

I would also like to thank my in-laws, Carlos and Dalia Chapa. A man should be so lucky to have such wonderful in-laws as I do. Thanks for being there for the girls those many times I was away on this journey. Your support never faltered and I will be eternally grateful.

To my father figure, Bruno Perez, the song “The man he didn’t have to be” sums up everything perfectly. You have done so much for me and the girls. Since I was young through adulthood, you have always had more faith in my ability than I ever did. “I hope I am half the man you didn’t have to be.” To my second mom, Rosie Galvan and all her family—I can always count on you to talk with me about all the challenges in my life. You have always been a shoulder to cry on and your family has supported me through the roughest of times. Thanks and all my love!

To Linda, Frankie, Yolanda, Sammy, Melissa, Ray, Maribel and Frank, thanks for helping me get through this journey. Those trips to Austin, Mexico, Branson and especially New Orleans helped me re-kindle my spirits and re-energized me for the final stretch. To all of you and the rest of the Flock of ’86, I thank you for your friendship. I

have always said the good Lord blessed this only child with lots of special sisters and brothers.

To that wonderful, crazy Valley Cohort, one of the blessings in my life was to be fortunate to share this journey with these 9 wonderful individuals. I will always cherish those 5 hour drives to College Station for the laughter, the tears, but most importantly the friendship. The many stays at the hotel, the being up all night studying or catching up on homework and those special moments that will be forever etched in my mind, I thank you all. To Michelle, Marco and Edna—I honestly can say that I would not have completed the journey without your help. Words cannot convey my deep appreciation for consistently pushing me. The special, unique bond we share will last a life time.

To my Coastal Bend College family, thanks a million. I am grateful for the encouraging words and the tremendous support. It is a special blessing to work with such a special group of individuals.

Never has anyone had a better cheerleader in their corner than my grandmother Lucia Salinas. Since I can remember, she held me on a pedestal and praised my accomplishments, as little as they may have been. From my days in boxing to my days as Mayor, she was the first to “brag” about her grandson and never hid the fact that her grandson was #1. She passed away during Round 3 of this research leaving me with a pain and a void too difficult to describe. I will forever be grateful for the “fire” and work ethic she instilled in me since I was a young boy. She will forever live in my heart.

Thanks to my beautiful wife Melissa Silva. You are just absolutely amazing. You have been my rock and my strength throughout this journey. I will never know how



someone can put up with a man that has a gypsy spirit and restless soul. It was your love that has made me what I am and more than I should be. You are my hero.

Lastly, to the two souls that lift my spirits more than any other, my daughters Cassie and Katie. There is nothing more precious in my life than you two. I want to thank you for your patience and support as dad went on this journey. Everything that I have done, I have done for you two. You are my legacy and my purest love of all. My wish to you is to live out your dreams, regret nothing and enjoy all that life has to offer.

To all these wonderful people, my undying gratitude and hope that one day this researcher will be worthy of your confidence, love and support.

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## CHAPTER I

### INTRODUCTION

The emergence of the Hispanic population has been documented by national and state demographers (Burka, 2002, Miller, 2002, Ortega-Liston, 2001). Among the many fields that will be affected by the changes is the field of higher education. Educating the growing Hispanic population will have major policy making implications on accessibility, affordability and accountability. In a large Hispanic state such as the State of Texas, data has shown the linkage between participation in higher education and society. Texas demographer Steve Murdock stated in a report to the Texas Higher Education Coordinating Board (THECB)“if participation and graduation remain low, the poverty rate in Texas will increase by 3% and the average Texas household income will decline by \$3,000 in constant dollars by 2030” (THECB, 2005, p. 5).

These kinds of predictions have caused much attention to be given to the recent Hispanic population explosion nationally. Demographics indicate Hispanics are the fastest growing ethnic population in the United States and will become the largest minority group by the year 2025 (Ortega-Liston, 2001). The tremendous increase in a single demographic group can have rippling effects for politics, education and the workforce. In large states such as Texas and California, this trend will rapidly affect the change of demography. This demographic change will cause great implications in policy

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This dissertation follows the style of the *Human Resource Development Review*.

making. Steve Murdock, reports by the year 2040, 59 percent of the population in the state of Texas will be Hispanic (Burka, 2002).

Furthermore, Murdock predicts between 2026 and 2035, Hispanics will become the majority in the State of Texas (Miller, 2002). California data in 2000 indicated Hispanics comprise 32 percent of the population and white, non-Hispanic comprises 46 percent (California Postsecondary Education Commission [CPEC], 2002). The April 2000 report of the CPEC stated “California will attain soon the distinction of being the first mainland state in which no racial/ethnic group represents 50 percent or more of the population” (CPEC, 2000, p. 8).

Considering the demographic shift will soon impact the very face of the United States, it is critical to research areas that will be impacted by the phenomenon. Fernandez (1989) stated “it seems appropriate to begin to provide information regarding this population which is useful to the general public, appropriate to the growth and development of the Hispanic communities, accurate and functional to the society as a whole, and available to the educational communities for the benefit of teachers, administrators, learners, and policy makers” (p. 16).

### **Demographics**

The demographic figures of Hispanics in the United States are staggering. No other category, except for maybe the “baby boomer” generation can show such a need for radical policy shifting. Unlike the attention of the “baby boomer” generation, the demographic numbers of Hispanics have not caused such a national stir. The U.S. Census Bureau (2000) listed the top five Hispanic states to be:

- California = 10,966,556
- Texas = 6,669,666
- New York = 2,867,583
- Florida = 2,682,583
- Illinois = 1,530,262

The same report by the U.S. Census Bureau in 2000 show an incredible percentage increase in the growth rate between 1990 and 2000. The growth rates in some states were:

- Texas = 53.7% increase
- California = 42.6% increase
- Florida = 70.4% increase
- Georgia = 300% increase
- North Carolina = 394% increase

The total Hispanic population in 2000, according to the U.S. Census Bureau, was 35,305,818.

### **Statement of the Problem**

The phenomenon of the Hispanic population explosion has become evident. The literature also details the lack of educational attainment by Hispanics (Nora, 2003). The combination of the two has far reaching implications for the future workforce of the United States. In the field of higher education, this challenge is paramount. The problem is not only with the challenges and barriers of students in higher education, but with the

representation of Hispanics at the administrative level in higher education. Hispanics in higher education were not significant until the late 70s, thus their representation in the field of faculty and senior level administration is rather recent (Martinez, 2005). Thus, as stated by Leon and Nevarez (2006), “there exists a lack of available literature attesting to their advocacy role in promoting equitable institutions of higher education” (p. 1). Since the career development of Hispanic administrators in higher education is in its infancy, it is important to gain scholarly knowledge of the success of those administrators who have succeeded in education and in the career of administrators in higher education in order to help future Hispanics succeed in the field. Hispanics only represent 2.5% of all full-time administrators in the field of higher education in the United States (Canul, 2003).

Why is it important to have Hispanic administrators in higher education? Having more Hispanics in higher education administration can assist in three ways. One, it will help with Hispanic student success in higher education because research shows having role models for Hispanic students in higher education helps with recruiting and retaining Hispanic students (Garcia & Moses, 2000). Second, the Hispanic administrator’s understanding of the challenges in higher education can help develop programs to develop a successful culture for Hispanic students. Consequently, Hispanic administrators may be able to bridge that frightful gap between the low education achievement of Hispanics and the institutions that are entrusted with developing our future workforce. Third, the representation of Hispanics in executive roles in higher education is critical from a societal component. Early works such as *The Power Elite* by C. Mills (1956) and *The Powers That Be* by G.W. Domhoff (1978) discuss the significant role in determining policies and practices by leaders in corporate, government

and not-for profit boards and/or commissions. Executives from higher education institutions usually are represented on these boards. Thus, the lack of Hispanics in these roles results in a lack of a leadership figures that can speak with authority on issues that affect educational matters of Hispanic students and their families. “The reality is that Hispanics are not well represented in the higher circles and among the power elite in America” (Haro & Lara, 2003, p. 163).

Silva (2003) stated that “low educational attainment and the predicted growth of the Hispanic population warrant the need to compile knowledge from administrators in States such as Texas” (p. 5). Silva goes on to state that the need for an educated workforce within the Hispanic population is paramount. Nevertheless, the numbers are few among those who can best identify with and retain the Hispanic students.

### **Operational Definition**

**Career Development:** In the context of this study, career development “helps individuals achieve their career objectives . . . These may include skill training, performance feedback and coaching, planned job rotation, mentoring and continuing education” (Cummings & Worley, 2001, p. 418).

**Administrators:** Individuals of Hispanic ethnicity that are currently working as Vice-Presidents, Presidents, Vice-Chancellors or Chancellors at institutions of higher education. These individuals could be employed at either a community college or university.

**Higher Education:** An institution of higher learning such as a community college or university that is appropriately accredited.

**Computer-based Delphi Technique:** A Delphi process that uses computer applications and telecommunication technology to send, receive, analyze and present data (Jackson, 2000).

**Delphi Panelists:** An administrator in an institution of higher education that has agreed to serve in this study and share their experiences and strategies. General requirements called for the panelists to be knowledgeable in the field of higher education. Selective requirement called for the panelist to be a high ranking official at an institution of higher education with a minimum of 10 years of experience, an earned doctorate and scholarly contribution through books, articles and journal entries.

### **Assumptions of the Study**

1. The administrators will understand the purpose of the study and answer the survey honestly and to the best of their ability.
2. Interpretation of the data collected accurately reflects the intent of the respondent.
3. The methodology proposed and described here offers a logical and appropriate design for this particular research project.

### **Limitation of the Study**

1. The study is limited to Hispanic administrators in higher education.
2. This study is limited to the information acquired from the literature review and survey completed by the administrators.

The author of this paper is a Mexican-American in the field of higher education with aspirations to advance in the field. Objectivity may be hindered due to the researcher's personal bias to the limited opportunities of Mexican-American in higher education administration. The author is cognizant of this bias and took great measure to step back from the research to make sure that personal biases did not skew the data presented by the participants.

### **Significance of the Study**

This study helps identify the experiences and strategies of Hispanic administrators in higher education. Furthermore, the study also identified the experiences and strategies needed to assist future Hispanic administrators to be successful in the career field of higher education administration. By using the results of this study, colleges, universities and minority higher education associations can implement programs to assist in the recruitment and retention of Hispanic administrators.

The goal of this research was to list the most important career development strategies of Hispanic administrators in higher education as reported by Hispanic administrators in higher education. The literature that is available to date is filled with obstacles and barriers of minorities in all stages of education. Through the entire pipeline, from public school to undergraduate and then on to graduate programs, the demographics prove that there is a tremendous "leak" in human resources that will negatively affect the workforce of this country. This research focused on the positive. It

sought the responses from Hispanic administrators that have successfully navigated the educational journey and are now gainfully employed in their field.

The Hispanic population has exploded and soon will no longer be a minority. Consequently, the implications for workforce, politics and education are tremendous. Preparing this ethnic group to meet the workforce, political and educational opportunities that will exist for them in the future has its challenges. The lack of role models, institutional racism and the glass ceiling are not variables specific to the field of higher education. The cultural demands might have improved but still have not set a favorable setting for the aspiring Hispanic. Many still face the lack of support, financial troubles, low expectations and a culture that does not value education. The demands of the family are yet another obstacle. The continuing quest to find the balance of career advancement and family duties is not easy. The goal of chasing the American dream often requires mobility. The nucleus of the family is disturbed when one chooses career over family. Thus, the social phenomenon exists. In summary, preparing the Hispanic population for the workforce, political and educational needs to keep this country competitive requires more than role models and competency training. It will require a complete overhaul of the culture. As Gonzalez (1998) reminds us, "The question then is not do cultures change. Rather, questions about cultural change should be directed toward the processes that societies utilize to make these changes" (p. 57). This will become a sensitive topic, a topic that needs to be addressed within the culture. Outside interference will be seen as nothing more than forced assimilation.



### **Purpose of the Study**

The purpose of this study was twofold: (1) to identify the positive experiences and strategies implemented by Hispanic administrators who have navigated through a successful career in higher education and (2) to take a futuristic look at the career of Hispanic administrators in higher education by identifying recommendations and strategies proposed by a panel of successful Hispanic administrators to help Hispanics in the future. The focus of the study will be the career development of these Hispanic administrators. Previous studies have examined the need to understand the complex, socioeconomic, linguistic, and political factors that affect the achievement of Mexican American students. (Duran, 1983; Gandara, 1983, 1995; Rendon & Hope, 1996). This study will focus on the positive aspects of the career development of Hispanic administrators in higher education. Furthermore, this study will seek experiences and strategies critical for future Hispanic administrator's success. The primary purpose of this study will be to identify those critical elements either experiences or programs that assisted the Hispanic administrators in achieving success in a field that is traditionally slow to change and unwelcoming to minorities.

### **Research Questions**

The following research questions were posed for this study:

1. What are positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?

2. What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?
3. What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?
4. What strategies will be critical for future Hispanic administrators to utilize in order to be successful in higher education?

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

The body of literature regarding minority administrators in higher education is focused on women, minority women and African Americans (Gorena, 1996; Garcia, 1996). In Morales' (2000) research, he noted during the time period of 1975 through 1996, there were 18 studies conducted in the United States referencing minorities in higher education administration. Of the 18 studies, 15 focused on the experiences of women in higher education. Furthermore, Morales claimed much of the research in that same time period seemed to suggest "Black equals minority." In other words, researchers only focused on African American issues.

"The professional literature contains some important statistical and analytical studies on minority populations such as students and non-teaching faculty, but very little has been done on their status as college and university administrators" (Haro & Lara, 2003, p. 153). The research that has been conducted on Hispanic administrators in higher education can be categorized in four "factor-focused" categories (Morales, 2000). The first category is a focus on the administrator's personal physical attributes or characteristics. The second is a focus on the administrator's personal behavior or leadership characteristics. The third focus would be on the administrator's geographic setting, his/her relationship with a mentor and institutional policies. The fourth and last category would be a focus on the administrator's particular career path.

One of the studies that focused on the first category of personal physical attributes was conducted by Ledesma-Rivera (1987). The study evaluated physical attributes and characteristics of Hispanics who had entered the field of higher education administration. Education, gender, age, height, weight, eye color, hair color, skin hue, voice timbre, religion, political affiliation, ethnic label and birth places were all variables associated with this study. Ledesma-Rivera found statistical significance in the administrator's birth place, the skin hue of the administrator and in the administrator's field of education.

Cordova (1982) conducted one of the first studies of Hispanic administrators in higher education. The study analyzed the personal behaviors of Hispanic administrators in California's community colleges. The two main component of the study were to describe situations the respondents perceived as being a source of conflict and determining which coping behaviors were most effective in dealing with those stressors. The study concluded that the development of interpersonal skills is critical.

Two other related studies shortly followed Cordova's 1982 study. In 1983, Baker and Rocha conducted their study on the personal behavior characteristics in Mexican-American administrators in Texas' community colleges. They used the Critical Incident and Behavioral Event Interviewing Technique as their instrument. The results of the Baker and Rocha study found ethnicity; environment and role positions had little, if any, relationship when coping with critical issues. Gardea conducted the other study in 1984. This study analyzed the personal behavior characteristics of Mexican-American women administrators in community colleges (Gardea, 1984). Gardea also used the Critical

Incident and Behavioral Event Interviewing Technique instrument in this study. Gardea found no relationship between ethnicity and the ability to cope with critical issues.

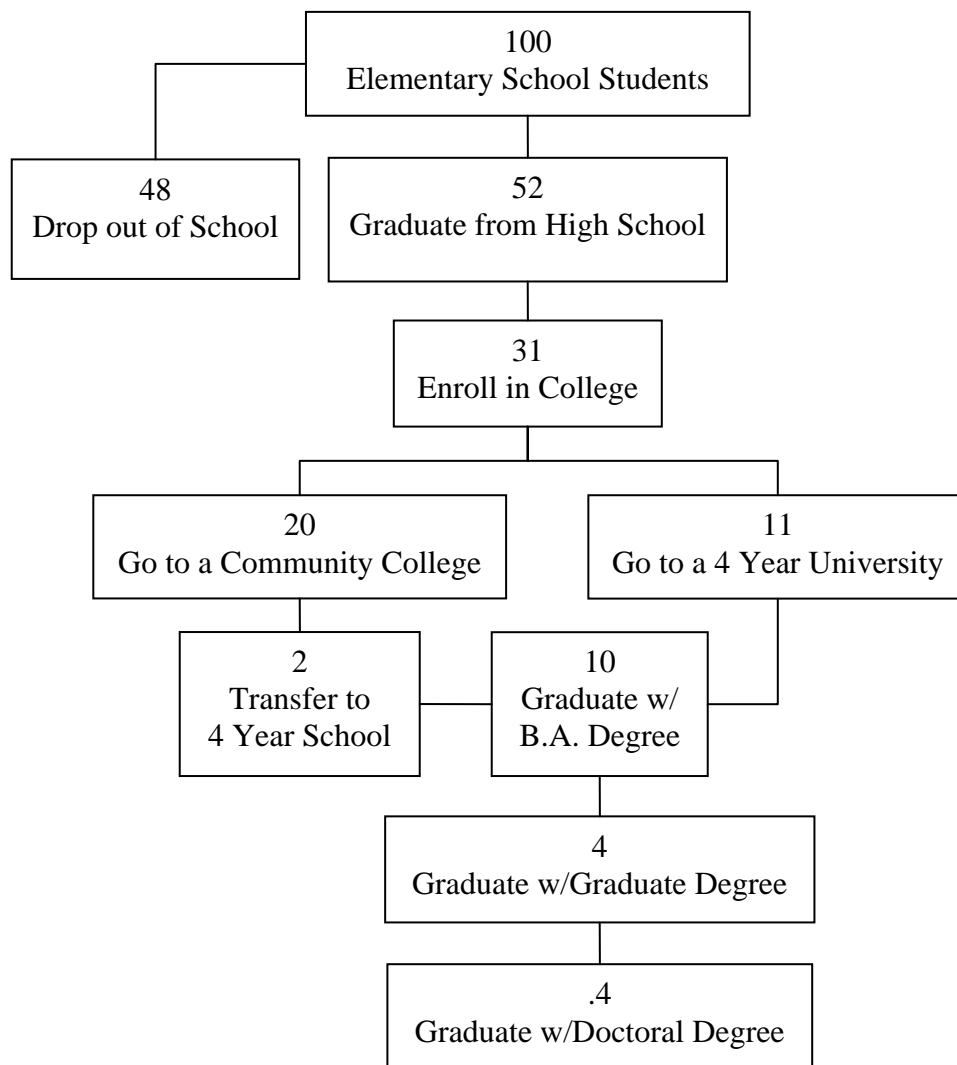
Herrington's (1993) study focused on Hispanic higher education administrator's career path. The study focused on Mexican-American administrators in South Texas through the time period of 1970 to 1990. It recorded the experiences of selected individuals through their journey from childhood through the completion of their terminal degree. The factors in this study that contributed to the success of these administrators were the administrator's age, personal motivation, parents' socioeconomic level and serendipity.

In 2003, Stella Silva, conducted research on Mexican American Females in higher education administration within the University of Texas System. She found those administrators to possess a strong work ethic, grounded in their family value, well adjusted to their cultural identity and a burning passion to make a difference. The administrators migrated to institutions with a high Hispanic population. They resisted acculturation and found their culture as a source of pride and strength. Their support system included family and friends (Silva, 2003).

### **Educational Pipeline for Hispanics**

To best understand the experiences of Hispanic administrators, it is important to begin the journey from the elementary level. In Figure 1, Solorzano et al. (2005) describes the educational pipeline for Hispanics. This research illustrated out of every 100 elementary school students only 52 graduate from high school. Out of the 52 high school graduates, only 31 end up enrolling in College. Most of those students, twenty

(20), will enroll in a community college. A total of 10 students will navigate the pipeline to earn a Bachelor's Degree. On average, only 4 students will persist to earn a graduate or professional degree. Ultimately, only .4 of the original 100 elementary student will graduate with a doctoral degree. This figure shows a dramatic “leak” in the educational pipeline for Hispanic students. Solorzano summarizes this phenomenon with the following figure.



**FIGURE 1: The Hispanic Educational Pipeline (Solorzano et al., 2005)**

This lack of achievement and attainment at each point in the educational pipeline has resulted in both a loss of talent to U.S. society and a loss of important role models for the next generation of Latino/a students who aspire to educational and professional careers.

Hispanics tend to navigate toward a community college system. Among the 1.2 million Hispanics in higher education in 1996, 56% of them attended community colleges as opposed to 36% of whites (Santiago, 1996). This is an interesting phenomenon. In Santiago's same study, the percentage of Hispanic CEO's in those community colleges was less than 4%. While this statistic might be appalling, historically, the conditions were worse. Arturo Madrid (1982) found in 1979 there was not one college or university Hispanic president, provost, dean, vice-president, vice-chancellor, associate or assistant dean anywhere in American's institution of higher Education. It is not unreasonable to expect that Hispanic leadership in positions of importance would increase as Hispanic enrollment increases (Gutierrez et al., 2002). Nonetheless, there has not been any significant representation for Hispanics in higher education administration.

### **Under Representation of Hispanics in Doctoral Programs**

To trace why and where the gap exists we must follow the pathways of Hispanic doctoral programs, and in particular, the strategic position of Hispanics in the current system of higher education administration. Administrative positions in higher education require doctoral degrees. Research has shown Hispanics are grossly underrepresented in doctoral programs across the country (Garcia, 1996; Greer-Williams, 2004; Morales

2000; Valverde & Rodriguez, 2002). The massive increase in the country's Hispanic population has not transcended to Hispanics in graduate schools. The severity of the problem is indicated by one harsh reality statistics; in 1996 only 2% of all doctoral degrees were attained by Hispanics (President's Advisory Commission on Educational Excellence of Hispanic Americans, 2000).

Doctoral degrees granted to Hispanics tend to be in the field of education. W.A. Gray's (1999) research outlined the increase of doctoral degrees awarded to Hispanics. In 1977, 164 doctoral degrees were awarded in the field of education to Hispanics out of a total of 497 doctoral degrees awarded overall to Hispanics. In 1996, 222 doctoral degrees were awarded in the field of education to Hispanics out of a total of 939 doctoral degrees awarded nationally to Hispanics in various other fields. At first glance, there might be perception of a dramatic increase, but when compared to the population explosion of Hispanics discussed earlier, this rise in doctoral degree issuance over the span of those 20 years is insignificant.

While many Hispanic doctoral students come with some similar obstacles as their white counterparts such as differing interest, strengths/weaknesses and personal responsibilities; Hispanic students' problems are compounded with the family's lack of academic history, financial support or understanding of the graduate academic culture (Valverde & Rodriguez, 2002). Another obstacle according to Flores (2000) is the lack of cultural role models. Majority of University's faculty is white and for the most part, "do not serve as cultural role models for Mexican-American doctoral students" (p. 53).



The low attrition of doctoral students whether they are minorities or not has national implications. Dr. Mitchell-Kernan, Vice Chancellor for Academic Affairs and Dean of the Graduate Division at the University of California said it best:

...We have the finest system of graduate education in the world, yet we are struggling with a variety of problems facing our pipeline to higher education...the loss students from our system of higher education is assumed to be the loss of precious human resources. Not only does the student and his or her family lose their investments and their dreams, but also we as a society appear to lose the future value of the student. (1997)

The literature is rich with studies conducted on the attrition rates of doctoral students (Blackwell, 1981; Blandin, 1994; Dumais, 2002; Hamilton, 2003). Although these studies were not exclusive to minorities, it can be said minorities consider these factors a barrier to their own studies. There are many barriers mentioned in the research including legal aspects of equal educational opportunities, the impact of socio-economic factors, and human dynamics of the cultures with the environment (Greer-Williams, 2004). Aguirre and Martinez (2002) also mentioned the implications of organizational culture with higher education departments.

Research conducted with minorities doctoral students had additional obstacles to those found with the general population of doctoral students. The researchers conducting minority research found barriers such as racism, absence of pre-college career counseling, identity formation, and socialization factors (Ibarra, 2001; Jalomo, 2003; Nieto, 2004). Even after completing their Ph.D. journey, Hispanic students continue to encounter difficulties. A Survey of Earned Doctorates report (Contreras & Gandara,

2006) stated Hispanics tend to graduate with debt well over \$30,000 after completing their doctoral program.

A study by Gandara (1995) interviewed Mexican Americans with a doctoral education who's primarily language was Spanish and whose family came from a low socioeconomic status with little, if any, education. These participants credited much of their success to their family's support and encouragement. The majority of these participants credited their work ethic and not their academic preparation for their success. They believe they inherited the work ethic from their parents, who worked in the farm and other unskilled labor jobs.

### **Hispanics in Higher Education Roles**

Another roadblock for Hispanics is their placement among the administration at higher education institutions. Vaughan's 1996 study showed that 57% of community college presidents had moved through the ranks of chief academic officer. Only 6% of those Presidents came from deans of student services and only 6% from nonacademic vice-presidency. Consequently, Vaughan concluded "to become a community college president under the current system, he or she can increase the odds by serving as a college's chief academic officer" (Vaughan, 1996, p. 6). Therein, lies a problem for Hispanics aspiring to be Presidents. Most Hispanic administrators serve in the role of student services, TRIO, Equal Opportunity, and other nonacademic fields (Wilson & Melendez, 1988). Positions are not apt to reach the level of presidency. "The more selective the colleges or universities become, the greater the challenge for Latinos to

become provosts, the position from which most presidents are picked” (Haro & Lara, 2003, p. 156).

There has been an increase in the amount of Latino faculty and administrators in two year community colleges, only a slight increase in regional four year universities, and stagnant at most selective research universities and virtually non-existent at Ivy League institutions (Haro & Lara, 2003). The scarce numbers is a concern for the availability of future Ph.D.s to fill the role of faculty members or administrators at colleges or universities.

Those Hispanics in the faculty or academic area harbor the feelings of tokenism regarding their position (Santiago, 1996). Verdugo (1995) states Hispanic faculty and administrators in higher education are negatively affected by racial stratification such as stereotyping, marginalization, tokenism, and alienation. “What emerges from the literature is a clear sense Latinos aspiring to and holding faculty and administrative positions continue to feel there is considerable bias toward them in hiring and promotion policies and procedures” (Santiago, 1996, p. 28). Furthermore, these same individuals are overburdened with extracurricular activities or other assignments that promote diversity on campus (Gutierrez et al., 2002). These assignments will often interfere with the pressure of publishing and research at four year universities.

Lastly, the political balance and cultural barriers at colleges and universities are not favorable to Hispanics. Phelps and Taber (1996) state colleges’ board of trustees are careful to hire minorities because of the ramifications from the majority Anglo personnel. “It is not uncommon in multi-college districts to have a ‘minority’ college—usually a campus with a high ethnic minority population in a large city, which houses the

largest number of the district's minority employees—where the president is a member of the dominant group served by the campus” (Phelps & Taber, 1996, p. 68). Culturally, certain behaviors demonstrated by Hispanic administrators such as self-confidence, energy, tenacity, risk-taking and a sense of humor can be misconstrued as arrogance, aggressiveness, non-conformist and lack of seriousness (Wilson & Melendez, 1988).

Research has indicated a need for more minority administrator and faculty members in order to increase the participation of minority students. Brown (1998) stated minority students benefit from minority administrators because they give them a sense of connectedness, identification, and affiliation with the institution. Fennell (1997) claimed Mexican American administrators can be influential as role models and mentors. Their presence serves as a sense of support and encouragement to Mexican American students.

Phelps and Taber (1996) criticized community colleges for weak or indifferent recruitment practices, lack of institutional recruitment/diversity, and professional development programs to aid in hiring minorities. They go on to say the field of higher education is laced with institutionalism racism, benign neglect and indifference. Gutierrez et al. (2002) said it best when they concluded their study by saying “Leadership diversity at community colleges will not happen by accident. Institutions must be committed to sustained initiatives to achieve incremental gains... Talk, however, should not be equated with action” (p. 306).

While the discussion of Hispanic administrators in higher education has begun in states with significant Hispanic population, some states like Minnesota have yet to enter the conversation. Morales (2000) claims the absence of Hispanic administrators in Minnesota's colleges and universities is not due to the lack of applicant pool but “the

more likely reason is those Hispanics that do aspire to become educational administrators in predominately white institutions are extremely uncertain about what the experience would be like.” The potential administrator hesitates to risk an unpleasant and potentially injurious career experience. Morales states the absence of minority administrators will continue in predominately white institutions unless more information on the role of administrators is shared and provided to this minority group.

### **Higher Education Obstacles for Hispanics**

The Hispanic participation in college has recently become a focus of many studies. Almader (2000) stated, “despite nearly 40 years of research on retention issues, it is only within the last decade that specific research attention has been given to successful Mexican American students” (p. 4). Previously, most of the research on Mexican Americans dealt with obstacles that hindered their access (Duran, 1983; Olivas, 1986). Among the many obstacles listed in previous research is the financial situation. Mellander (1998), indicated in his study that a considerable amount of Hispanics worry about financial situations, family duties, lack of study support and parental disinterest in their education than do their non-Hispanic counterparts.

Duran (1983) stated, “financial difficulties have been cited more often by Hispanic students than by White non-Hispanic students as a major influencing withdrawal from college” (p. 13). Almader (2000) found negative factors for Hispanic college students were finances, high school preparation, and family and cultural expectations.

### **Family Values and Education**

An understanding of Hispanic family values and culture is necessary to fully understand the dilemma of an administrator in higher education wishing to advance in the field. “Even with the growth rate and the impact on American society that it implies, there are comparatively few sociological studies of Mexican Americans. The majority of the research that does focus on this group concentrates on immigration issues and educational attainment” (Gonzalez, 1998). Historically, the importance of the family in the Hispanic culture has been documented. William Madsen (1964) found the “. . . nucleus of the Mexican American family extends over three generations” (p. 46). He goes on to say “Whenever possible, each household in the extended family is located near the other” (Madsen, 1964, p. 46).

The dependency on the family is not all for financial reasons as expected. “The primary activity of networks is not economic assistance but a support system that impacts all facets of the participant’s lives” (Gonzalez, 1998). Furthermore, the Keefe et al. (1979) study indicated the bond of the family is as much for emotional support as any other variable. This support becomes a vital component for a successful individual. In contrast, Gonzalez (1998) stated, “it seems Mexican Americans value the physical presence of family values while Anglo Americans were satisfied by intermittent meetings with kin supplemented by telephone calls and letters” (p. 41). While this closeness might be of benefit in one aspect, it can handicap an individual’s career mobility.

There is a further need to see education in holistic dimension for the entire family from the “Hispanic lens.” Due to the increase of the Hispanic population, educators are most concerned about the performance of poor minority students. Sensitivity to the ways in which ethnic minority parents understand intelligence may help teachers support their students’ learning and achievement. Among Mexican descents, being educated carries both intellectual and moral significance (Quihuis et al., 2002). There does not seem to be an agreement among researchers regarding the presence of the family and its correlation to success. Tinto (1993) suggests Hispanic students must “break away from the family and community” in order to be successful. But the research of Solorzano (1999) and Solorzano and Yosso (2000) strongly suggest minority students must maintain strong ties to the family and community in order to be successful.

Hispanics see the purpose of formal schooling as not simply to highlight unequal abilities and mastery of content material, but to socialize children toward morality and appropriate social behavior that would have a positive influence on their character. Thus, a high achieving student who does not treat her parents with respect and not helpful when asked, or does not conform to role expectations in the household is not considered well-educated (Reese et al., 1995). For girls in particular, family and household obligations are as important as, and sometimes more important than, scholastic ones (Valdes, 1996). Gallimore’s ethnographic study reported about a case in which a teenage Hispanic girl was not allowed to attend a special academic program at another school because her parents were afraid of negative influences to which she might be exposed to at the other school (Quihuis et al., 2002).

### **Theoretical Framework and HRD Linkage**

The main, over-riding theoretical framework for this study will be Human Capital Theory. Other theories that will be used are Erickson's Identity Development theory and Smith's Ethnic Identity Development theory. Three other supporting theories will be used to build a solid foundation for this study. The three additional theories are Social Identity Theory, Multicultural Theory, and Ethnic Identity.

Human Capital theory was first introduced by Schultz in 1961 in an effort to put a value on a person's worth to the organization. Lucas (1988, 1990) stated the fundamental principle of Human Capital Theory is that the individuals' learning capacity is equal in value to the organization's other resources such as the production of goods and services. Schultz (1961) rationalized the effective utilization of Human Capital Theory will result in profits for the individual, organization and society as a whole. Consequently, the proper use of education and training for the individual is seen as an investment for the organization (Aliaga, 2001). Similarly, "education and schooling are seen as deliberate investments that prepare the labor force and increase productivity of individuals and organizations, as well as encouraging growth and development at the international level" (Nafukho et al., 2003, p. 546).

Human Capital Theory sets the premise for the linkage of Human Resource Development (HRD) and this study. Swanson and Holton (2001) define HRD as "a process for developing and unleashing human expertise through organization development and personnel training and development for the purpose of improving performance." This definition links this study with HRD through the development of



human expertise; in this case, that is knowledge in the field of higher education. This definition also highlights the areas of organization development and personnel training that are key to the professional development of higher education administrators as individuals and higher education as a system. The HRD faculty at Texas A&M University defined HRD as the process of improving learning and performance in individuals, groups and organizations through the domains of expertise such as lifelong learning, training and development, career development and organizational development. Each one of the domains of expertise is linked to this study but none as important as the domain of career development, which will be the main focus of this study.

McLean and McLean (2001) added an aspect of community and humanity in their definition of HRD:

HRD is any process or activity that, either initially or over the long term, has the potential to develop adult's work-based knowledge, expertise, productivity and satisfaction, whether for personal or group, team gain, or for the benefit of an organization, community, nation or ultimately, the whole of humanity. (p. 313)

The McLean and McLean definition allows HRD to focus on broader aspects such as humanity and communal concerns. This allows the areas of culture, racism and social issues to be researched under the umbrella of HRD.

Erickson's Identity Development theory is putting together the conscious and unconscious parts of one's inner self. In Erickson's (1968) view, identifying is "a process located in the core of the individual and yet also in the core of his/her communal culture" (p. 22). The theory sheds light on the importance of the "communal culture."

The Smith (1991) ethnic identity theory is part of a person's identity combined with the culture's feelings about values, symbols and known histories that identifies them as a group. Researchers have begun incorporating Mexican American culture into the ethnic identity theory (Bernal et al., 1990). The essence of the ethnic identity development theory was defined by Bernal and Knight (1993) as having "several components such as self identification, ethnic constancy, ethnic role behaviors, ethnic knowledge, and ethnic preferences, feelings, and values that people have about their ethnic group membership and culture" (p. 34).

Social Identity Theory proposes "that the more strongly individuals identify with their group, the less favorable attitudes they hold toward dissimilar groups" (Negy et al., 2003, p. 333). This condition means the more strongly individuals identify with their groups, the more bias they demonstrate in favor of these other groups at the expense of out-groups (Negy et al., 2003). Multicultural Theory proposes, "affirmation towards one's group particularly with respect to ethnicity—should correspond with higher levels of acceptance toward dissimilar groups" (Negy et al., 2003, p. 333). This theory is highly cited, as is Social Identity Theory, although it contradicts Social Identity Theory.

Ethnic Identity involves self-identification as a group member, attitudes and evaluations in relation to one's group, attitudes about oneself as a group member, extent of ethnic knowledge and commitment, and ethnic behaviors and practices. "Identity formation has to do with developing an understanding and acceptance of one's own group in the face of lower status and prestige in society and the presence of stereotypes and racism" (Phinney, 1991, 1996, p. 144).

## **Career Development**

Career Development is an aspect of Human Resource Development (Swanson & Holton, 2001). Because HRD is composed of many different disciplines, career development can inform HRD and influence practice and individual's "buy-in" (Upton et al., 2003). In 2003, Upton et al. (2003) conducted a study reviewing the evolution of career development by researching all the available definitions. The definition that best informs this study is that of Cummings and Worley (2001). The definition reads as follows:

Career development helps individuals achieve their career objectives. It follows closely from career planning and includes organizational practices that help employees implement those plans. These may include skill training, performance feedback and coaching, planned job rotation, mentoring and continuing education. (p. 418)

The Upton et al. (2003) study aligned the theories informing career development in five theoretical categories. The categories were trait-factor theories, self-concept theories, personality oriented theories, behavioral theories and social system theories. Trait-factor theories stated that "a match could be made between an individual and the world of work based on the characteristics of the person" (Upton et al., 2003, p. 729). Self-concept theories assumed that "individuals refine self-concept as they grow older ... individuals make decisions by comparing their images of the world of work with their self-image" (Upton et al., 2003, p. 729). Personality oriented theories suggest "workers select their jobs because they see potential for the satisfaction of their needs" (Upton

et al., 2003, p. 729). Behavioral theories acknowledges the “behavior is a product of learning and employees are both the product and the producer of the environment” (Upton et al., 2003, p. 729). Social system theories suggest “transactions between social systems and individuals contribute considerably to career development” (Upton et al., 2003, p. 729). The authors of the study made sure to stress that in reality, many of these theories are intertwined and help inform each other.

As it relates to minorities, the essence of career development takes a different meaning. Gross (2001) stated that “the struggle to integrate one’s career aspirations within a societal context historically bound by barriers to educational access, economic resources and political opportunities suggests there may be unique concerns in how ethnic and racial minorities develop career and vocational identities” (p. 2). The missing link of historical oppression and lack of access does not fit well into traditional models of career development.

The role and importance of the history, education, and social, political and economic experience of each of the respective ethnic groups is seen to be clearly related to their career experiences. The inclusion of these contextual perspectives must play a central role in any serious attempt toward the creation of a multicultural theory of career development. (Osipow & Littlejohn, 1995, p. 251)

This aspect of career development relates to Upton et al. (2003) suggestion of social system theories. In a meta-analysis of the relationship between culture and career aspirations, conducted by Fouad and Byars-Winston (2005), the researcher found no

significant differences in career aspirations, but did find a significant difference among racial groups in perception of career-related opportunities and barriers.

### **Theory Linked to Hispanic Success**

Phinney (1991) emphasized the idea that ethnic identity is crucial to the self-concept and the psychological functioning of individuals. Research has found higher ethnic identity was associated with higher self-esteem in African Americans (Goodstein & Ponterotto, 1997). Martinez and Dukes (1997) found similar results in a study with various ethnic groups, Anglos, Native Americans, Hispanics and Asians. For all these ethnic groups, higher levels of ethnic identity were associated with higher levels of self-esteem, purpose of life, and self-confidence.

A meta-analysis study conducted by Bat-Chava and Steen (as cited in Phinney, et al., 1997) supported the view that a strong ethnic identity is positively associated with self-esteem. The study demonstrated a modest but consistent relationship between ethnic identity and self-esteem. The Negy et al., 2003, resulted in stating more White and Hispanic participants embraced their ethnicity, the more negative views they held toward people who did not belong to their respective ethnic group. Social Identity Theory might explain how ethnic identity and ethnocentrism emerge within college students if human development is left alone to occur naturally. Multicultural theory holds the promise of explaining how ethnic identity and a reduction in ethnocentrism might emerge within individuals if interventions (e.g., education, raised consciousness due to social movement) can effect human development in a positive way. As the college student population in the United States continues to diversify, it increasingly will become

important to obtain a more comprehensive understanding of ethnic identity, self-esteem, and ethnocentrism to promote better multicultural encounters, interethnic relationships, and personal adjustments for individuals of all ethnic groups (Negy et al., 2003).

This study will focus on the career development of successful Hispanic administrators in higher education. The literature details that typically, these individuals had to endure many trials and tribulations. Furthermore, the literature speaks of external pressures such as glass ceiling effect, institutional racism and fighting against the cultural norm. The literature also speaks of internal pressures such as family attitude toward job mobility, socioeconomic status and cultural expectations. All these pressures account for the low number of Hispanic administrators in higher education. In an effort to understand how those few have been able to reach such a level, this research is using a Delphi study to seek what strategies these administrators used to defy the odds and reach such a high level of accomplishment. In summary, this Delphi study details the strategies used by successful Hispanic administrators in higher education to navigate the system.

### **Hispanics in Higher Education Settings**

The field of higher education has been especially unkind and unwelcoming to Hispanics both as students and as administrators. In a national study, Carter and Wilson (1997) stated, there is clear evidence that the “educational pipeline,” the system of education from kindergarten to graduate school, is substantially leaky for Hispanic students. A report commissioned by the State of Texas stated, “there are significant racial gaps in grades and test scores, so that African-American and Hispanic high school graduates may be hindered in their attempt to attend college,” a warning that needs to be

addressed. In a separate report commissioned by the State of California, it stated, “white high school graduates are twice as likely to achieve university eligibility as their Black and Latino counterparts” (CPEC, 2000, p. 10).

As it relates to administration, research conducted on minority chairpersons by Fisher (1999), concluded minority chairperson experienced a significant higher level of job-related tension. This tension, according to the research, was caused by an elevated effect of conflict level. The study recommended institutions of higher education to sponsor and develop mentoring and training programs to assist the selection and career development of future minority chairpersons.

The professional literature review shows a limited number of studies prepared on Latinos in administrative roles in American higher education. Two of the most quoted works are Esquibel’s (1993) *The Career Mobility of Chicano Administrators in Higher Education* and Haro’s (1995) chapter “Held to a higher standard: Latino executive selection in higher education” in R.V. Padilla and R.C. Chavez (Eds.) *The Leaning Ivory Tower: Latino Professors in American Universities*. Haro’s research involved 96 Hispanics in leadership roles in higher education. His findings were disturbing. Among his findings were an existence of a “glass ceiling” among higher education institutions and an establishment of double standards. For example, an ambitious Hispanic was seen as presumptuous and “lacking seasoning” while the same characteristic was admired as “determination” for a white candidate.

The data paint a disturbing picture for Latino candidates. They are held to a much higher level of preparation and achievement than are either white males or white females. The attitudes of several respondents reflected a perfunctory

suspicion of Latino finalists for presidencies and AVP jobs. Some referred negatively to Latinos as “affirmative action products.” Unfortunately such attitudes were held by several influential search and screening-committee members who conveniently ignored the genuine accomplishments of these finalists. (Haro, 1995, p. 203)

### **The American College President**

In 2001, a study was conducted commissioned by the American Council on Education (ACE) describing the backgrounds, career paths, and experiences of college and university presidents (Corrigan, 2002). The study, entitled *The American College President*, surveyed 2,592 college and university presidents. This research details valuable information to the field of Human Resource Development and to the discipline of career development. Among the executive summaries is a summary of the president’s duties, as identified by the president’s themselves, which were (Corrigan, 2002, p. 2-3):

- Presidents were most likely to cite relations with faculty, legislatures, and governing boards as their greatest challenges.
- Planning, fund raising, and budgeting were the responsibilities on which presidents spent the most time.
- Presidents remain active in their academic disciplines. Since becoming president, more than 2.5 percent had written for scholarly publications and 20 percent taught at least one course regularly.

Among other interesting items are thirty percent of presidents in 2001 have never served as full-time faculty which is up from 25 percent in 1986; twenty-eight percent of



presidents served as provost or chief academic officer before ascending to the presidency and the average age of new presidents is 54.7 years.

As it relates to minority issues, this study commissioned by ACE had some very interesting statistics. Women presidents at colleges and universities more than doubled from 9.5% in 1986 to 21% in 2001 while minorities presidents only increased from 8% in 1986 to 13% in 2001 (Corrigan, 2002). Most minority presidents serve at public baccalaureate and specialized institutions. Presidents from Hispanic origins were more likely to have been hired from within the institution and were more likely than their white counterparts to hold a tenured position as a faculty member. The study concluded that “minority presidents continued to be underrepresented relative to the higher education workforce” (Corrigan, 2002, p. 19). The study went on to warn “until colleges and universities improve the pipeline of faculty minority faculty and senior staff, progress in recruiting minority presidents will continue to slow” (Corrigan, 2002, p. 19).

In summary, the literature review indicates very little research has been done on Hispanic administrators in higher education. The literature which has been conducted is “factor-focused” which means it is concentrated on factors such as personal/physical attributes, personal behavior, mentorship and career path. The literature is rich in addressing barriers for Hispanics in a higher education setting. The educational pipeline of a Hispanic student’s journey from public school to a doctoral program contains various leaks throughout the system. The under representation of Hispanics in doctoral programs is also well chronicled. The theme of under representation in career roles at institutions of higher education continues. Some studies have indicated the career field in higher education for Hispanics as “hostile.” The Human Capital Theory, which values

the individuals' learning capacity and worth to an organization, provides the linkage to the field of human resource development. One of the "domains of expertise" in human resource development is career development. It is this domain which provides the framework for this study. The literature review ends with a look at the American Council on Education's survey of 2,592 College and University Presidents regarding their career field. The survey reviewed the duties, education and demographic of these Presidents. The survey concluded minority Presidents were under represented. A warning regarding the future representation of minority administrators was issued to colleges and universities.

## **CHAPTER III**

### **PROCEDURES AND METHODOLOGY**

#### **Methodology**

In order to understand the variables that contribute to successful Hispanic participation in higher education, this research focused on issues reported by administrators who have successfully migrated through the maze of higher education. These same individuals have since served in an administrative capacity, where the Hispanic population is grossly misrepresented. The decision to conduct a Delphi study was to gather accurate information on this topic due to limitations in the literature (Jackson, 2002). Thus, the objective of the Delphi method is “a means of structuring a group communication process so that a group of experts can gather information or forecast future problems effectively” (Linstone & Turoff, 1975). Specifically, Delphi studies are “efforts to reach consensus by an interactive process of issue identification and prioritization” (Jurs et al., 1993).

#### **The Delphi Method: History, Advantage and Research Tool**

The Delphi method was introduced in the 1950s by Norman Dalkey and Olaf Helmer of the RAND Corporation (Linstone & Turoff, 1975). The primary purpose of the Delphi method at the time was to assist with military technology forecasting. Since then, the Delphi method has been used for information gathering (Jeffery & Hache,

1995) and group decision-making (Stahl & Stahl, 1991) in fields such as health care, social services and education (Ziglio, 1996).

The advantages of the Delphi method include (Linstone & Turoff, 1975; Thompson, 1973):

- Ability to conduct a study in geographically dispersed locations without physically bringing the respondents together;
- Time and cost-effectiveness;
- Discussion of broad and complex problems;
- Ability for a group of experts with no prior history of communication with one another to effectively discuss a problem as a group;
- Allows participants time to synthesize their ideas;
- Allows participants to respond at their convenience;
- Provides a record of the group activity that can be further reviewed;
- The anonymity of participants provides them with the opportunity to express opinions and positions freely;
- The process has proven to be effective in a variety of fields, problems, and situations (Rotondi & Gustafson, 1996).

The Delphi method has been categorized as a “Collaborative Expert System” whereas these experts provide valuable input to the field of knowledge (Adler & Ziglio, 1996). The Delphi method has also been categorized as “A Tool for Multi-Disciplinary Research and Communication” system because it is an effective technique for administering a group communication process that allows for the compilation of knowledge from individuals in a field in which the knowledge is scarce or incomplete

(Clayton, 1997; Gillespie & Lowe, 1995; Jeffery & Hache, 1995). Akins (2004) stated the purpose of the Delphi method in this collaborative system is to: “ensure that all major considerations are gathered and assessed, estimate the impact and consequences of all presented options, and/or assess the acceptability of the considered options” (p. 73). A strength of the Delphi method is its ability to come up with an informed judgment on a critical issue. Rotondi and Gustafson (1996) believe participants of a Delphi are in a unique position to challenge the status quo because of their expertise and strengthen “its ability to combine the efforts of individuals with diverse experiences, expertise and wisdom, and to direct these efforts toward the achievement of a common goal” (p. 35).

### **Delphi Technique**

In most Delphi studies, a small team may collaborate to come up with questions and/or issues to address with the panel (Akins, 2004). The same team usually re-evaluates the responses and modifies further questions. In this study, the researcher came up with the questions and analyzed the data. Linstone & Turoff (1975) described the four conventional phases of a Delphi study as:

1. Exploring the issue under discussion, where each Delphi expert contributes additional information pertinent to the subject;
2. Reaching understanding of how the group views the issue;
3. Exploring disagreements; and
4. Final evaluation.

In most cases, the Delphi method uses three survey rounds to gather information that is statistically supported (Akins, 2004).

Ziglio (1996) describes the Delphi process to be broken into two phases: exploration and evaluation. The exploration phase brings up an issue or subject to be introduced or explored. The phase usually consists of the following steps:

1. A working problem is identified.
2. A panel of knowledgeable individuals or experts are recruited.
3. Panel member's opinions or judgments about the issue is requested in a form of an open-ended question (Murray & Hammons, 1995; Sackman, 1974).

This will typically take the form of an "anonymous brainstorming session" that would occur in Round 1 (Murray & Hammons, 1995). The data received from Round 1 is then reviewed, edited and compiled by the researcher to be presented for subsequent rounds.

The evaluation phase is used to gather the "experts opinion" on the issues brought about from the "brainstorming session." This is where the consensus or disagreements begin developing. This phase usually consists of:

1. The information from Round 1 is reported back to the experts in Round 2.  
The experts are asked to rate, rank or edit on each item. A defined scale, such as a Likert scale, is commonly used for this ranking (Murray & Hammons, 1995).
2. The information from Round 2 is analyzed and sent back to the "experts" in Round 3. This report often contains a statistical description how an individuals rating compares with the group. The "experts" are asked to review their individuals responses and to revise or justify their score (Murray & Hammons, 1995).

3. The analysis of step 2 is repeated in subsequent rounds until stability or “consensus” is established (Murray & Hammons, 1995; Sackman, 1974).

The evaluation phase usually ends when the consensus is established.

### **Variations of Delphi Studies**

There are many different variations of the Delphi research method. Joyce (2003) conducted a Delphi study on the critical influences on the future organizational structure of the administration of land-grant colleges and universities as reported by upper-level administrators. This study used two rounds of surveys and a total of 17 experts on the panel. The researcher listed 86 predicted critical influences in which the panelists were to score based on a Likert scale from 1 to 5. Of the 86 items on the survey, 54 items were taken from an earlier study that the researcher was attempting to duplicate and 32 other items were identified from the current review of the literature.

Williams (1999) conducted a Delphi study on teacher’s current and future beliefs on educational software. The researcher used the first phase of the Delphi process to ask an open-ended question. The reason to use an open-ended question was so “that the participants most fully use their knowledge and expertise to respond” (Williams, 1999, p. 34). This aggregated list was coded into common themes that were used for phase 2. In phase 2, participants were asked to evaluate the top seven responses from phase 1 in accordance to their importance. Responses were evaluated to determine consensus.

Ealy (2003) conducted a Delphi study on “Achieving equity and adequacy in Texas school funding.” This study used 4 Delphi rounds. The first round used a broad, open-ended question to illicit a diverse response. The second round asked the panelists

to rate the issues brought up during the first round. The researcher measured the central tendencies and interquartile range (IQR) after the second round. The results of this analysis were sent out in the third round. Panelists were then asked to rate their results for each recommendation as desirable, impact, and likelihood of occurrence. Panelists with responses outside the IQR were also asked to justify their responses. The fourth round was used to give panelists one last opportunity to modify their responses. The population of this study was made up of superintendents and legislators that were nominated. A total of 20 individuals participated in the panel. The instrument was mailed to each of the participants.

Bulger (2004) conducted a modified Delphi investigation of exercise science in physical education teacher education. In Round 1, the panelists were asked to rate competencies and recommended instructional strategies as listed by the American College of Sports Medicine on a 5 point Likert scale. In Round 2, the panelists were asked to reevaluate their responses based on the mean results of Round 1. Furthermore, the panelists were asked to list 4 effective instructional methods. This research model used both a set of questions as well as an open-ended item.

Kantz (2004) conducted a web-based Delphi study on critical components of a professional science master's program in biotechnology. Panelists were allowed to give their responses on a secured web site. The first round consisted of 8 open ended items along with a list of 12 skills. The panelists were allowed to add or remove items from the list. In Round 2, panelists reviewed the rankings from Round 1 and were allowed to re-rank their responses. In Round 3 the panelists were allowed to give their level of agreement with the rankings. In Round 4, panelists were given the median range and the



IQR from the previous rounds. The fifth and last round allowed panelists to review the Delphi process.

In selecting the methodology of the study many variables were considered. First, the literature was scarce in the topic of Hispanic administration in higher education. Thus, a body of knowledge did not exist. The need of experts was needed. Second, it was determined that experts needed to be from the field itself, giving credibility to the study. Third, the experts who served in certain positions were scattered geographically throughout the country. With these variables in mind, it was determined that an electronic, web-based, Delphi model was the best suited to collect data from this group of experts. This form of the Delphi method incorporates computer-mediated information application to gather information from a panel of experts either asynchronously or synchronously (Turoff & Hiltz, 1996).

### **Delphi Rounds**

This study used three web-based Delphi rounds to answer the four research questions posed in this study. *Appendix A shows the web based survey that was used for the first round.* The first round was open ended. The panelists had opportunities to list their responses to the four research questions. The reason to begin this Delphi study with open ended questions was to capture better the expertise of the panel members. The researcher did not want to set any pre-conceived notion or to present a pre-set list of strategies to influence the panel. The answers to the first round were set in common themes. The second round presented the panelists the listing of the responses from

Round 1 for all 4 research questions. The panelists were asked to rank the responses from Round 1 on a 4-point Likert scale.

Round 3 gave the panelists a report of Round 2 to the panelist. The report included the mean and standard deviation for each response. The panel members were given their own rankings to be able to compare their rankings with those of the group. At that point, the panel members were given an opportunity to change their rankings or leave them the same. Due to minor changes between rounds, the Delphi study was stopped in Round 3. Panelists had reported to the researcher that they felt the data was strong enough and panelists were actually adding the same responses to the open-ended questions.

### **Population and Selection Criteria**

Ziglio (1996) stated that good results could be obtained from a small panel with 10 to 15 experts. The researcher used purposeful sampling to select cases that are “information rich” in respect to the study (Gall et al., 2003). Hispanic administrators who met the selection criteria who were serving in a senior level administrative position at a community college or university were invited to participate via a letter from the researcher. The database used for this mail out came from the Center for Hispanic studies at the University of Arizona. *A data base of 46 individuals who met the selection criteria were invited to participate.* Because the researcher used administrators to recommend other administrators, some panelists may know each other but the responses were strictly anonymous. This term is known as quasi-anonymity as coined by Hasson et

al. (2000). There was a general and a selective criterion for this study. The general criteria called for:

- knowledge and practical engagement with the issue under investigation;
- capacity and willingness to contribute to the exploration of a particular problem;
- assurance that sufficient time will be dedicated to the Delphi exercise;
- good written communication skills;
- experts' skills and knowledge need not necessarily be accompanied by standard academic qualifications or degrees (Ziglio, 1996).

The selective requirement required these individuals to be high ranking Hispanic administrative officials at their community college or university.

The Delphi method calls for experts to sit on a panel. This study set the selection criteria of these experts to meet the following:

- A minimum of 10 years of experience in higher education
- A minimum of 8 years of administrative experience in higher education.
- An earned doctorate degree
- Contributed scholarly knowledge through books, articles or journal entries.

Consequently, the number of panelists for Round 1 was 14, for Round 2 it was 12 and for Round 3 it was 11.

### **Make-Up of the Panel**

The panel originally consisted of 14 administrators during Round 1, twelve during Round 2 and 11 administrators made up Round 3. The one administrator that did not return from Round 2 to Round 3 left his institution. The researcher could not locate him at the initial institution and his information no longer appeared on the institution's website. For the analysis of this research, this administrator will represent panelist #12 during Round 1 and 2. From the final 11, 10 panelists were male and 1 was female. The panel came from wide geographical range, representing 7 states. The break down of the geographical area for the 11 panelist that completed all three rounds is as follows:

- Three panelists were from the State of Arizona
- Two panelists were from the State of California
- Two panelists were from the State of Texas
- One panelist was from State of Pennsylvania
- One panelist was from the State of Florida
- One panelist was from the State of Illinois
- One panelist was from the State of New Mexico (see Figure 2).

Round 1 consisted of eleven males and three females with the addition of the State of Colorado and California. Round 2 consisted of eleven males and one female in addition of one panelist from Missouri. Round 3 consisted of 10 males and one female. The panel consisted of prestigious administrators including a chancellor from one of the top 8 community college districts in the nation and three fellows from the Hispanic Association of Colleges and Universities/Kellogg leadership program. The positions of the 11 administrators that made up this study were as follows:

- Five were Vice-Presidents



the study was forthcoming. The same administrators were then sent an electronic notice with the link for the study. The Center for Distance Learning Research at Texas A&M University hosted the website and managed the data for the first two rounds. Fourteen administrators agreed to the consent form, a required process for IRB, and completed the first round of the Delphi study. Each administrator was given a password to use when accessing the website. The fourteen administrators participated in Round 1 and submitted responses to Research Questions 1, 2, 3 and 4. These same administrators were then sent the results of Round 1 of which 12 completed Round 2. Two administrators never ranked the initial list. Eleven of the twelve administrators participated in Round 3, the final round, which re-evaluated the initial rankings and ranked additional items from Round 2. Since there were minimal differences in Round 2 to Round 3, the researcher with the input of his chair, decided to stop the research at the third round. The description of the geographical areas and positions of the administrators will detail those administrators that completed Round 3 (Table 1).

**TABLE 1: Response Rate of Respondents for Each Round**

<i>Round</i>	<i>Number of Respondents</i>	<i>Percentage</i>
1	14	100%
2	12	86%
3	11	79%

The panelists were prompted with detailed directions for each round. It is estimated that each round took 30 minutes to fill out by the administrators. The time between rounds was approximately one month. A pilot project with seven current higher education administrators was conducted prior to Round 1. The purpose of the pilot

project was to eliminate any technological glitches. *The pilot study confirmed the content validity of the questionnaire and only minor format changes were made.*

There were three rounds in this Delphi study. The panelists responded to four research questions in each round. The first round asked panelists to list their responses to the research questions. This round was open-ended and the panelists had an unlimited space to respond. The results of Round 1 were set to common themes. Round 2 asked them to rank all the responses to the questions posed to them in Round 1. The ranking will be conducted as follows:

- “4” represented a “very important” item to the higher education administrator;
- “3” represented an “important” item to the higher education administrator;
- “2” represented a “not very important” item to the higher education administrator;
- “1” represented an “unimportant” item to the higher education administrator.

The researcher conducted Round 3 without the assistance of the Center for Distance Learning Research due to the difficulty of obtaining data at a reasonable time. The Center went through a series of technical problems during this time. Round 3 summarized the results and reported the rankings and mean along with the standard deviation for each response. Panelists had an opportunity to change their rankings. They were also able to see all the items including those items that met consensus by being unanimously selected as important, signified by a value of “3” or very important, signified by a value of “4.” This was the last round because there were few differences between the rankings between Rounds 2 and 3. Additionally, the panelists were adding

items that were already on the list plus some of the panelists even indicated, one in writing, that they believed that this was enough data. *For the sake of this study, consensus for an item was determined when each panelist ranked the item either very important as indicated by the value four (4) or important as indicated by the value three (3) in the final round, this being Round 3.*

### **Data Analysis**

Once the data was collected, the author began the sequence of analyzing the data. The analysis of the data followed the recommended steps of Merriam, 1998:

1. Get your data in order, which means transcribing, organizing and numbering your notes.
2. Read through the data and think about bits of information that are potentially important to consider. (p. 179)
3. Begin the initial coding of the data which can be “as small as a word a participant uses to describe a feeling or phenomenon, or as large as several pages of field notes describing a particular incident.” (p. 179)
4. Chunk your data into either one word or into phrases and then assign codes to it.
5. Form categories into themes. Categories “should reflect the purpose of the research; should be exhaustive; should be mutually exclusive; should be sensitizing; and should be conceptually congruent.” (p. 183-184)
6. Illuminate relationships between categories by “making inferences, developing models, or generating theory.” (p. 187)



Validity and reliability are essential in any form of research. As Merriam (1998) stated, “Ensuring validity and reliability in qualitative research involves conducting the investigation in an ethical manner” (p. 198). Because a human being is the primary instrument of data collection and analysis in qualitative research, interpretation of reality is accessed directly through this interpreter (Merriam, 1998). There are six basic strategies to enhance internal validity:

1. Triangulation, which uses multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings.
2. Member check by taking the data back to the people who supplied the data.
3. Long-term observation of the research sites or repeated interview of the participant(s).
4. Peer examination by asking colleagues to comment on your summaries and discussion.
5. Having participants involved in every aspect of the research.
6. Clarifying the researcher’s biases and assumptions.

The author relied on the strategies of member check-in, peer examination and clarifying the researcher’s bias. Participants in this interview were given their ranking results back at the end of each round to assure their proper rankings.

## **CHAPTER IV**

### **ANALYSIS OF DATA**

The purpose of Chapter IV is to present and review data generated from a computer-based Delphi study on Hispanic administrators in higher education. To this end, the chapter is organized around the following sections: (1) review of expert's rankings on the four research questions and (2) descriptive statistics for each round.

#### **Review of Expert's Opinion on the Four Research Questions**

The author decided to begin Round 1 with open ended questions. Since literature on Hispanic administrators in higher education is limited, the author did not want to set any pre-conceived notion that would influence the panel. Furthermore, the author wanted to take advantage of the rich expertise and experience provided by the panel. The results of this open ended question were reviewed and gathered in common themes. In Round 2, panelists were able to rank the common themes from Round 1. Furthermore, panelists were given an opportunity to add any other items that did not make the original list. The final and third round asked panelists to review their rankings and group mean. The panelists were then given an opportunity to change their rankings or leave them alone. Panelists also ranked the new items added during Round 2.

### **Missing Data**

Missing data will be represented by a blank field in the tables. In the case of missing data, the average was taken by using the value of all the other rankings and divided by the number of respondents. Panelists were given a chance during Round 3 to enter a value. At that point, the average was then taken by using all the values and respondents. The corrections will be shown during the results of Round 3 and can be identified by a blank field followed by a “/” symbol and then the ranking of the respondent in bold.

### **Research Questions**

The purpose of this study was twofold: (1) to identify the positive experiences and strategies implemented by Hispanic administrators who have navigated through a successful career in higher education and (2) to take a futuristic look at the career of Hispanic administrators in higher education by identifying recommendations and strategies proposed by a panel of successful Hispanic administrators to help Hispanics in the future. This focus of the study was meant to be positive. In a review of the literature, the author read enough studies that focused on the negative, or the barriers. This study focused on positive experiences and strategies. To this end, the following research questions were posed at each level of this Delphi study:

1. What are the positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?

2. What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?
3. What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?
4. What strategies will be critical for future Hispanic administrators to utilize in order to be successful in higher education?

These four questions guided the three rounds of this Delphi study.

### **Round 1**

Round 1, including all four research questions was sent to the 46, pre-identified Hispanic administrators on the University of Arizona data base inviting them to participate in study. The Center for Distance Learning Research at Texas A&M University sent an e-mail with the appropriate link. Fourteen administrators submitted the required consent form. These administrators were then asked to respond to the four research questions. This round was open-ended. There was not a limit to the responses from the panelists. Table 2 illustrates the common themes and frequencies for each of the questions.

#### *Research Question 1*

Research Question 1—What are the positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?

**TABLE 2: Round 1 Question 1 Frequency of Raw Data**

<b>Positive Experiences Needed for Success in Higher Education Administration</b>	
<i>Themes</i>	<i>Frequency</i>
Having a mentor	9
Personal leadership (persistence, high expectations)	4
Attending conferences/Leadership programs	4
Earning multiple degrees	3
Personal skills (work with faculty)	3
Family support	3
Military/business/varied experience	3
High regard for the field of higher education	2
Having a role model	2
Faculty experience	2
Networking	2
Problem solving skills	1
Cultural awareness	1
Personal motivation	1
Demographic	1

This table (Table 3) illustrates that having a mentor was mentioned by nine of the fourteen panelists. By far, this one theme showed up time and time again in Round 1. Continued education such as attending conferences or participating in leadership programs and personal skills such as persistence and high expectations for self were mentioned by four of the fourteen panelists. Other items identified by three panelists were people skills such as working with faculty, family support, and varied as experience such from the world of business or military.

### *Research Question 2*

Research Question 2— What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?

**TABLE 3: Round 1 Question 2 Frequency Raw Data**

<b>Strategies for Success in Higher Education Administration</b>	
<i>Themes</i>	<i>Frequency</i>
Personal skills (honesty, truthful, intuitive, empowering others and personal motivation)	13
Serving as interim/take advantage of opportunities	6
Being very well read	6
Finding a mentor	3
Work well with faculty/build trust	3
Continue learning/conferences	3
Serve on committees	2
Role model	2
Network	2
Degrees	2
Leadership programs	1
Faculty member	1
Grant experience	1
Career development	1
Focus on students	1

In Research Question 2, thirteen of the fourteen panelists make mention of the importance of developing personal skills such as honesty, truthfulness, intuitiveness, empowering others or personal motivation (Table 4). Six panelists identified the need to take advantage of opportunities and being very well read. Finding a mentor, working well with faculty and continued learning were also identified.

### *Research Question 3*

Research Question 3—What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?

**TABLE 4: Round 1 Question 3 Frequency Raw Data**

<b>Recommendation for Future Hispanic Administrators</b>	
<i>Themes</i>	<i>Frequency</i>
Personal skills (be positive/enjoy people)	9
Pay dues/experience	4
Get that doctorate	4
Find a mentor	3
Network	3
Read literature	2
Career development	2
Role model	1
Professional development	1
Work as a faculty member	1
Link to legislatures/Major donors	1

In Research Question 3, nine of the 14 panelists indicated the need to develop personal skills like being positive and enjoying working with people (Table 5). Four panelists indicated that it was important to get some experience and getting the doctoral degree. Categories mentioned three times were finding a mentor and networking.

#### *Research Question 4*

Research Question 4—What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?

**TABLE 5: Round 1 Question 4 Frequency of Raw Data**

<b>Strategies for Future Hispanic Administrators</b>	
<i>Themes</i>	<i>Frequency</i>
Knowledge of the higher education system	9
People skills (Emotional Intelligence and Personal Skills)	8
Management skills	7
Get a doctorate	3
Experience	1
Form a strong team	1
Read	1
Support diversity	1

Three categories from Question 4 were mentioned by at least half the panelists. Nine of the fourteen administrators mentioned the need to have some knowledge of the higher education system. Eight administrators mentioned the need to strengthen people skills such as emotional intelligence and personal skills. Half or seven of the fourteen administrators stressed the need of utilizing management skills while three panelists indicated the importance of a doctorate degree.

## **Round 2**

The themes from Round 1 were compiled into a list under each research question. The Center for Distance Learning Research (CDLR) at Texas A&M University designed Round 2. This round asked each panelist to rank the common themes from Round 1. The CDLR sent a notice to each of the fourteen participants along with a password to access the link. The panelists were asked to rank the common theme using a Likert scale from 1 to 4. The values of the rankings were as follows:

- “4” represented a “very important” item to the higher education administrator;
- “3” represented an “important” item to the higher education administrator;
- “2” represented a “not very important” item to the higher education administrator;
- “1” represented an “unimportant” item to the higher education administrator.



*Research Question 1*

Research Question 1—What are the positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?

After the completion of the first round, the researcher reviewed each round holistically. In order to better dissect Round 2/Research Question 1 of this round, the researcher decided to break up the themes into three “umbrella categories.” Category I focused on intra-personal skills which for the sake of this study were personal skills, people skills, problem solving skills, personal motivation and family support. Category II focused on inter-personal skills such as finding a mentor, finding a role-model, cultural awareness, networking and demographics. Category III focused on professional development such as earning a degree, attending conferences/leadership programs, having a high regard for the field of higher education, faculty experience, and gaining some military/business experience. Table 6 illustrates the rankings, means and standard deviation for Category I of Research Question 1, Round 2.

**TABLE 6: Category I Research Question 1 Round 2**

<b>Initial Rankings for Experiences Needed to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Personal Skills</i>	<i>People Skills</i>	<i>Problem Solving Skills</i>	<i>Personal Motivation</i>	<i>Family Support</i>
Panelist #1	4	4	4	4	4
Panelist #2	4	4	4	4	4
Panelist #3	3	4	4	4	4
Panelist #4	4	4	3	4	3
Panelist #5	4	4	4	4	3
Panelist #6	4	4	3	4	4
Panelist #7	4	4	4	4	4
Panelist #8	4	4	4	4	4
Panelist #9	4	4	4	4	4
Panelist #10	4	3	4	4	4
Panelist #11	4	4	4	4	4
Panelist #12	3	4	4	4	4
Mean	3.83	3.92	3.83	4.00	3.83
Standard Deviation	.39	.29	.39	0	.39

Category II focused on inter-personal skills such as finding a mentor, finding a role-model, cultural awareness, networking and demographics. Table 7 illustrates the rankings, means and standard deviations from the panel in Round 2.

**TABLE 7: Category II Research Question 1 Round 2**

<b>Initial Rankings for Experiences Needed to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Found a Mentor</i>	<i>Found a Role Model</i>	<i>Cultural Awareness</i>	<i>Demographics</i>	<i>Networking</i>
Panelist #1	4	3	4	2	4
Panelist #2	3	3	2	3	3
Panelist #3	4	3	3	3	4
Panelist #4	4	4	4	3	
Panelist #5	4	4	4	4	4
Panelist #6	2	2	3	3	2
Panelist #7	3	3	3	2	3
Panelist #8	3	3	3	3	4
Panelist #9	3	4	3	3	4
Panelist #10	4	4	4	4	4
Panelist #11	3	3	4	3	3
Panelist #12	2	3	3	3	3
Mean	3.25	3.25	3.33	3.00	3.45
Standard Deviation	.75	.62	.65	.60	.69

Category III focused on professional development such as earning a degree, attending conferences/leadership programs, having a high regard for the field of higher education, faculty experience, and gaining some military/business experience. The following table (Table 8) illustrates the rankings, means and standard deviation for Category III of Research Question 1 in Round 2.

**TABLE 8: Category III Research Question 1 Round 2**

<b>Initial Rankings for Experiences Needed to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Earn Multiple Degrees</i>	<i>Attend Conferences/ Leadership Programs</i>	<i>High Regard for the Field of Higher Education</i>	<i>Faculty Experience</i>	<i>Military/ Business Experience</i>
Panelist #1	4	4	4	3	2
Panelist #2	4	4	3	4	3
Panelist #3	4	3	3	3	2
Panelist #4	4	4	4	3	3
Panelist #5	3	4	3	4	4
Panelist #6	4	3	3	4	3
Panelist #7	4	2	3	2	3
Panelist #8	4	3	4	3	2
Panelist #9	4	2	4	2	3
Panelist #10	4	3	4	4	3
Panelist #11	4	4	4	4	2
Panelist #12	4	4	4	4	3
Mean	3.92	3.33	3.58	3.33	2.75
Standard Deviation	.29	.78	.51	.79	.62

In addition to ranking the categories from Round 1, the panelists had an opportunity to add items to each research questions during Round 2. The additional items added to the research question “What are the positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?” are listed in Table 9. These additional items were ranked in Round 3.

**TABLE 9: Research Question 1 Round 2 Additional Items by Panelists**

<b>Experiences Needed to be a Successful Administrator</b>
1. Develop communication skills (oral and written)
2. Acquire ability to work with others
3. Gain cultural awareness
4. Provide energy/enthusiasm
5. Learn patience
6. Participate in community service
7. Read widely about higher education
8. Learn from your mistakes
9. Attain interpersonal skills
10. Have faith in God

### *Research Question 2*

Research Question 2—What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?

Research Question 2 was divided into three categories. Most responses to Research Question 2 had to do with professional development. Category I included becoming a faculty member, grant experience, serving on committees, serving as interim/taking advantage of opportunities and being very well read. Category II included career development, mentor, focused on students, worked well with others/built trust and personal skills such as honesty and truthfulness. Category III included continued learning/conferences, role model, networking, leadership programs and degrees. Table 10 illustrates the rankings, means and standard deviation for Category I of Research Question 2 in Round 2.

Category II consisted of career development, mentor, focused on students, worked well with others/built trust and personal skills such as honesty and truthful.

Table 11 illustrates the rankings, means and standard deviations of Category II for Research Question 2 in Round 2.

**TABLE 10: Category I Question 2 Round 2**

<b>Initial Rankings for Strategies to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Faculty Member</i>	<i>Grant Experience</i>	<i>Served on Committees</i>	<i>Served as Interim/Take Opportunities</i>	<i>Very well Read</i>
Panelist #1	2	3	3	3	4
Panelist #2	3	3	3	4	3
Panelist #3	3	3	3	3	3
Panelist #4	3	3	4	4	4
Panelist #5	4	2	4	4	4
Panelist #6	4	3	3	2	3
Panelist #7	1	1	2	2	3
Panelist #8	2	3	4	4	4
Panelist #9	2	3	3	4	3
Panelist #10	4	3	3	3	3
Panelist #11	4	2	3	4	4
Panelist #12	4	3	4	4	4
Mean	3.00	2.67	3.25	3.42	3.50
Standard Deviation	1.04	.65	.62	.79	.52

**TABLE 11: Category II Question 2 Round 2**

<b>Initial Rankings for Strategies to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Career Development</i>	<i>Mentor</i>	<i>Focused on Students</i>	<i>Worked well with Others/Built Trust</i>	<i>Personal Skills (honesty and truthful)</i>
Panelist #1	4	3	4	4	4
Panelist #2	4	3	4	4	4
Panelist #3	3	4	4	4	4
Panelist #4	4	4	4	4	4
Panelist #5	3	4	3	4	4
Panelist #6	2	2	3	4	4
Panelist #7	3		4	2	4
Panelist #8	3	3	4	3	4
Panelist #9	3	3	4	3	
Panelist #10	4	4	4	4	4
Panelist #11	4	3	4	4	4
Panelist #12	3	2	4	4	4
Mean	3.33	3.18	3.83	3.67	4.00
Standard Deviation	.65	.75	.39	.65	0

Category III consisted of continued learning/conferences, role model, networking, leadership programs and degrees. Table 12 illustrates the rankings, means and standard deviations of Category III for Research Question 2 Round 2.

**TABLE 12: Category III Research Question 2 Round 2**

<b>Initial Rankings for Strategies to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Continued Learning/ Conferences</i>	<i>Role Model</i>	<i>Networking</i>	<i>Leadership Programs</i>	<i>Degrees</i>
Panelist #1	4	3	4	3	3
Panelist #2	4	3	3	4	4
Panelist #3	3	3	4	4	4
Panelist #4	4	4	3	4	4
Panelist #5	4	4	4	4	3
Panelist #6	2	2	2	2	4
Panelist #7	2	3	3	2	4
Panelist #8	3	3	4	3	3
Panelist #9	4	4	4	3	4
Panelist #10	4	4	4	3	4
Panelist #11	4	3	3	4	4
Panelist #12	3	3	3	3	4
Mean	3.42	3.25	3.42	3.25	3.75
Standard Deviation	.79	.62	.67	.75	.45

In addition to ranking the categories from Round 1, the panelists had an opportunity to add items to each research questions during Round 2. The additional items added to the research question “What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?” are listed in Table 13. Some of these items were previously mentioned by other panelists. These additional items were ranked in Round 3.

**TABLE 13: Research Question 2 Round 2 Additional Items by Panelists**

<b>Strategies Utilized to be a Successful Administrator</b>
1. Observe before making organizational changes
2. Engage continuous training
3. Complete appropriate credentials such as doctorate
4. Maintain “collegial perspective”

### *Research Question 3*

Research Question 3—What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?

Research Question 3 was divided in three categories. After reviewing the data, the researcher found three general themes. Category I consisted of personal recommendations such as personal skills, read literature, finding a mentor and finding a role model. Category II consisted of professional recommendations as it deals with personal qualities such as paying your dues/experience, getting the doctorate, working as faculty and linking to legislatures/major donors. Category III consisted of professional recommendations as it relates to professional development such as networking, career development and professional development. Table 14 illustrates the rankings, means and standard deviations of Category I for Research Question 3 in Round 2.

Category II consisted of professional recommendations as it deals with personal qualities such as paying your dues/experience, getting the doctorate, working as faculty and linking to legislatures/major donors. Table 15 illustrates the rankings, means and standard deviations for Category II of Research Question 3 in Round 2.

**TABLE 14: Category I Research Question 3 Round 2**

<b>Recommendations for Future Success in Higher Education Administration</b>				
<i>Panelists</i>	<i>Personal Skills (enjoy people/be positive)</i>	<i>Reading Literature</i>	<i>Finding a Mentor</i>	<i>Finding a Role Model</i>
Panelist #1	4	4	4	3
Panelist #2	4	3	3	3
Panelist #3	4	3	4	4
Panelist #4	4	4	4	4
Panelist #5	4	4	4	4
Panelist #6	4		3	3
Panelist #7	4	3	3	3
Panelist #8	4	4	3	3
Panelist #9	4	3	3	4
Panelist #10	4	4	3	4
Panelist #11	4	4	3	3
Panelist #12	4	4	3	4
Mean	4.00	3.64	3.33	3.50
Standard Deviation	0	.50	.49	.52

Note: Empty field represents missing data.

**TABLE 15: Category II Research Question 3 Round 2**

<b>Recommendations for Future Success in Higher Education Administration</b>				
<i>Panelists</i>	<i>Pay Dues/ Experience</i>	<i>Get the Doctorate</i>	<i>Work as a Faculty Member</i>	<i>Link to Legislatures/ Major Donors</i>
Panelist #1	4	4	3	3
Panelist #2	4	4	4	3
Panelist #3	4	4	4	4
Panelist #4	4	4	4	4
Panelist #5	4	4	4	4
Panelist #6	4	4	4	3
Panelist #7	4	4	2	1
Panelist #8	4	4	2	4
Panelist #9	4	4	2	3
Panelist #10	3	4	4	3
Panelist #11	3	4	4	3
Panelist #12	4	4	4	3
Mean	3.83	4.00	3.42	3.17
Standard Deviation	.39	0	.90	.83



Category III consisted of networking, career development and professional development. Table 16 illustrates the rankings, means and standard deviations of Category III for Research Question 3 in Round 2.

**TABLE 16: Category III Research Question 3 Round 2**

<b>Recommendations for Future Success in Higher Education Administration</b>			
<i>Panelists</i>	<i>Networking</i>	<i>Career Development</i>	<i>Professional Development</i>
Panelist #1	4	4	4
Panelist #2	4	4	4
Panelist #3	4	3	4
Panelist #4	4	4	4
Panelist #5	4	4	4
Panelist #6	3	3	3
Panelist #7	3	3	3
Panelist #8	4	4	4
Panelist #9	4	3	4
Panelist #10	4	4	4
Panelist #11	3	4	4
Panelist #12	3	3	3
Mean	3.67	3.58	3.75
Standard Deviation	.49	.51	.45

In addition to ranking the categories from Round 1, the panelists had an opportunity to add items to each research question during Round 2. The additional items added to the research question “Based on your experience, what recommendations will you make to future Hispanic administrators to be successful in higher education?” are listed in Table 17. These additional items were ranked in Round 3.

**TABLE 17: Research Question 3 Round 2 Additional Items by Panelists**

<b>Recommendations for Future Success in Higher Education Administration</b>
<ul style="list-style-type: none"> <li>• Be aware of “tokenism”</li> <li>• Learn from other Latino senior administrators</li> <li>• Maintain integrity</li> <li>• Always follow through with commitments</li> </ul>

*Research Question 4*

Research Question 4—What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?

After reviewing the data, the researcher divided the themes into two categories. Category I consisted of categories that dealt with professional/personal development including getting a doctorate, experience, knowledge of higher education system, reading and support of diversity. Category II consisted of categories that dealt with management skills including forming a strong team, management skills and people skills. Table 18 illustrates the rankings, means and standard deviations of Category III for Research Question 4 in Round 2.

Category II consisted of forming a strong team, management skills and people skills. Table 19 illustrates the rankings, means and standard deviations of Category II for Research Question 4 in Round 2.

In addition to ranking the categories from Round 1, the panelists had an opportunity to add items to each research questions during Round 2. The additional items added to the research question “What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?” are listed in Table 20. These additional items were ranked in Round 3.

**TABLE 18: Category I Research Question 4 Round 2**

<b>Strategies for Future Success in Higher Education Administration</b>					
<i>Panelists</i>	<i>Get a Doctorate</i>	<i>Experience</i>	<i>Knowledge of Higher Education System</i>	<i>Read</i>	<i>Support of Diversity</i>
Panelist #1	4	4	3	4	4
Panelist #2	4	4	3	3	3
Panelist #3	4	4		4	4
Panelist #4	4	4	4	4	4
Panelist #5	4	4	4	4	4
Panelist #6	4	4	3	3	3
Panelist #7	4	4	4	3	3
Panelist #8	4	4	4	4	4
Panelist #9	4	4	4	3	3
Panelist #10	4	3	4	3	4
Panelist #11	4	4	4	4	4
Panelist #12	4	4	4	4	4
Mean	4.00	3.92	3.73	3.58	3.67
Standard Deviation	0	.29	.47	.51	.49

Note: Empty field represents missing data.

**TABLE 19: Category II Research Question 4 Round 2**

<b>Strategies for Future Success in Higher Education Administration</b>			
<i>Panelists</i>	<i>Form a Strong Team</i>	<i>Management Skills</i>	<i>People Skills</i>
Panelist #1	4	4	4
Panelist #2	4	3	4
Panelist #3	4	4	4
Panelist #4	4	3	4
Panelist #5	4	4	4
Panelist #6	3	4	4
Panelist #7	4	4	4
Panelist #8	4	4	4
Panelist #9	4	3	
Panelist #10	3	4	4
Panelist #11	4	4	4
Panelist #12	4	4	4
Mean	3.83	3.75	4.00
Standard Deviation	.39	.45	0

Note: Empty field represents missing data.

**TABLE 20: Research Question 4 Round 2 Additional Items by Panelists**

<b>Strategies for Future Success in Higher Education Administration</b>
<ul style="list-style-type: none"> <li>• Learn the trade and be prepared for opportunities</li> <li>• Leave one's community if it means a better job</li> <li>• Make decisions</li> <li>• Listening skills</li> <li>• Have military experience</li> </ul>

### Round 3

During Round 3, the researcher e-mailed the results and analysis of Round 2 to the 12 panelists. Eleven responded to Round 3. They were given their rankings, the group mean and standard deviation for each response to the four research questions and the added items. The panelists were given three specific instructions. First, they were asked to review their rankings for each response. They were given an opportunity to change their rankings to any particular response, using the same Likert scale values. Along with their ranking, the mean and standard deviation, a blank column was provided for each item to change their previous ranking, if they chose to do so. Second, they were asked to rank the additional items that were submitted during Round 2. Third, they were asked to submit any other response to the four research questions that they believed had not been brought up. The items added in Round 3 were not used in the final analysis because they did not go through the same rigor of consensus as the items added in Round 2. Round 3 was developed, designed and sent out by the researcher. Panelists either e-mailed their responses or faxed it back to the researcher.

An analysis of Round 3 followed the same format as that of Round 2. Changes to any ranking are designated by “/” symbol with the new ranking to the right of this

symbol. When appropriate, the new mean and standard deviation were designated using the same symbol.

### *Research Question 1*

Research Question 1—What are the positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?

Question 1 was divided into three categories. Category I focused on intra-personal skills which included personal skills, people skills, problem solving, personal motivation and family support. Category II focused on inter-personal skills such as finding a mentor, finding a role model, cultural awareness, networking and demographics. Category III focused on professional development which included earning a degree, attending conferences/leadership programs, having a high regard for the field of higher education, faculty experience and gaining some military/business experience. Table 21 illustrates the rankings along with changes to the mean and standard deviation, if deemed necessary by the panelist. Any changes from Round 2 is designated with a “/” symbol. The new ranking, mean and standard deviation are placed to the right of the symbol.

Category II focused on inter-personal skills such as finding a mentor, finding a role-model, cultural awareness, networking and demographics. Table 22 illustrates the rankings along with changes to the means and standard deviations, if deemed necessary by the panelist. Any changes from Round 2 is designated with a “/” symbol. The new ranking, mean and standard deviation are placed to the right of the symbol. Panelist #4

skipped the initial ranking for Networking, thus an empty field exists on the left side of the “/” symbol.

**TABLE 21: Category I Research Question 1 Round 3**

<b>Re-Rankings for Experiences Needed to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Personal Skills</i>	<i>People Skills</i>	<i>Problem Solving Skills</i>	<i>Personal Motivation</i>	<i>Family Support</i>
Panelist #1	4	4	4	4	4
Panelist #2	4	4	4	4	4
Panelist #3	3	4/ <b>3</b>	4/ <b>3</b>	4	4
Panelist #4	4	4	3	4	3
Panelist #5	4	4	4	4	3/ <b>4</b>
Panelist #6	4	4	3	4	4
Panelist #7	4	4	4	4	4
Panelist #8	4	4	4	4	4
Panelist #9	4	4	4	4	4
Panelist #10	4	3/ <b>4</b>	4	4	4
Panelist #11	4	4	4	4	4
Panelist #12	3	4	4	4	4
Mean	3.83	3.92/ <b>3.92</b>	3.83/ <b>3.75</b>	4.00	3.83/ <b>3.92</b>
Standard Deviation	.39	.29/ <b>.29</b>	.39/ <b>.45</b>	0	.39/ <b>.29</b>

**TABLE 22: Category II Research Question 1 Round 3**

<b>Re-Rankings for Experiences Needed to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Found a Mentor</i>	<i>Found a Role Model</i>	<i>Cultural Awareness</i>	<i>Demographics</i>	<i>Networking</i>
Panelist #1	4	3	4	2	4
Panelist #2	3	3	2	3	3/ <b>4</b>
Panelist #3	4	3/ <b>4</b>	3/ <b>4</b>	3	4
Panelist #4	4	4	4	3	/3
Panelist #5	4	4	4	4	4
Panelist #6	2	2	3	3	2
Panelist #7	3	3	3	2	3
Panelist #8	3	3	3	3	4
Panelist #9	3	4	3	3	4
Panelist #10	4	4	4	4	4
Panelist #11	3	3	4	3	3
Panelist #12	2	3	3	3	3
Mean	3.25	3.25/ <b>3.33</b>	3.33/ <b>3.42</b>	3.00	3.45/ <b>3.50</b>
Standard Deviation	.75	.62/ <b>.65</b>	.65/ <b>.67</b>	.60	.69/ <b>.67</b>

Category III focused on professional development such as earning a degree, attending conferences/leadership programs, having a high regard for the field of higher education, faculty experience and gaining some military/business experience. Table 23 illustrates the rankings along with changes to the means and standard deviations, if deemed necessary by the panelist. Any changes from Round 2 is designated with a “/” symbol. The new ranking, mean and standard deviation are placed to the right of the symbol.

**TABLE 23: Category III Research Question 1 Round 3**

<b>Re-Rankings for Experiences Needed to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Earn Multiple Degrees</i>	<i>Attend Conferences/Leadership Programs</i>	<i>High Regard for the Field of Higher Education</i>	<i>Faculty Experience</i>	<i>Military/Business Experience</i>
Panelist #1	4	4	4	3	2
Panelist #2	4	4	3	4	3/2
Panelist #3	4	3	3/4	3/4	2
Panelist #4	4	4	4	3	3
Panelist #5	3/4	4	3	4	4
Panelist #6	4	3	3	4	3
Panelist #7	4	2	3	2	3
Panelist #8	4	3	4	3	2
Panelist #9	4	2	4	2	3
Panelist #10	4	3	4	4	3
Panelist #11	4	4	4	4	2
Panelist #12	4	4	4	4	3
Mean	3.92/4.00	3.33	3.58/3.67	3.33/3.42	2.75/2.67
Standard Deviation	.29/0.00	.78	.51/.49	.79/.79	.62/.65

The second part of Round 3 asked the panelists to rank items added during Round 2. These additional items were divided into two categories. Category I dealt with professional development which included communication skills (oral and written), ability to work with others, cultural awareness, read widely about higher education and learn from mistakes. Category II dealt with personal development which included

energy/enthusiasm, patience, community service, interpersonal skills and faith in God.

Table 24 will illustrate the rankings, means and standard deviation for Category I on added items by panelists for Research Question 1 in Round 3.

**TABLE 24: Category I Added Items Research Question 1 Round 3**

<b>Re-Rankings for Experiences Needed to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Communication Skills</i>	<i>Ability to Work with Others</i>	<i>Cultural Awareness</i>	<i>Read Widely about Higher Education</i>	<i>Learn from Mistakes</i>
Panelist #1	4	4	3	4	4
Panelist #2	4	4	3	3	4
Panelist #3	4	4	4	3	4
Panelist #4	3	4	4	4	4
Panelist #5	4	4	3	4	4
Panelist #6	4	4	4	3	4
Panelist #7	4	4	4	3	4
Panelist #8	4	4	3	4	4
Panelist #9	4	4	3	4	4
Panelist #10	4	4	3	3	4
Panelist #11	4	4	3	3	4
Mean	3.91	4.00	3.36	3.45	4.00
Standard Deviation	.30	0	.50	.52	0

Category II dealt with personal development which included energy/enthusiasm, patience, community service, interpersonal skills and faith in God. Table 25 illustrates the rankings, means and standard deviations for Category II on added items by panelists for Research Question 1 in Round 3.

In addition to ranking the categories from Round 2, panelists had an opportunity to add additional items to this research question during Round 3. The additional items added to the research question “What are the positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?” are listed in Table 26. These items were not eligible for consensus because the items were never ranked.



**TABLE 25: Added Items Category II Research Question 1 Round 3**

<b>Rankings for Experiences Needed to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Energy Enthusiasm</i>	<i>Patience</i>	<i>Community Service</i>	<i>Interpersonal Skills</i>	<i>Faith in God</i>
Panelist #1	4	3	3	4	3
Panelist #2	4	4	3	4	1
Panelist #3	4	4	3	4	3
Panelist #4	4	4	3	4	2
Panelist #5	4	4	4	4	3
Panelist #6	3	4	3	4	2
Panelist #7	4	3	3	4	3
Panelist #8	4	4	3	4	2
Panelist #9	4	4	3	4	2
Panelist #10	4	3	3	4	4
Panelist #11	4	4	3	4	2
Mean	3.91	3.73	3.09	4	2.45
Standard Deviation	.30	.47	.30	0	.82

**TABLE 26: Additional Items by Panelists Research Question 1 Round 3**

<b>Experiences Needed to be a Successful Administrator</b>
<ul style="list-style-type: none"> <li>• Be able to work flexible hours</li> <li>• Be mobile</li> <li>• Gain support from faculty and staff</li> <li>• Have the ability to learn from others</li> <li>• Be flexible in your schedule</li> <li>• Have a sense of humor</li> <li>• Keep your word learn from mentee</li> </ul>

### *Research Question 2*

Research Question 2—What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?

Research Question 2 was divided into three categories. Category I consisted of becoming a faculty member, grant experience, serving on committees, serving as interim/taking advantage of opportunities and being very well read. Category II

consisted of career development, mentor, focused on students, worked well with others/built trust and personal skills such as honesty and truthfulness. Category III consisted of continued learning/conferences, role model, networking, leadership programs and degrees. Table 27 illustrates the rankings along with changes to means and standard deviations, if deemed necessary by the panelist for Category I of Question 2 in Round 3. Any changes from Round 2 are designated with a “/” symbol. The new rankings, means and standard deviations are placed to the right of the symbol.

Category II consisted of career development, mentor, focused on students, worked well with others/built trust and personal skills such as honesty and truthful. Table 28 illustrates the rankings along with changes to means and standard deviations, if deemed necessary by the panelist. Any changes from Round 2 are designated with a “/” symbol. The new rankings, means and standard deviations were placed to the right of the symbol. Panelist #9 skipped the initial rankings for Personal Sills, thus a blank space is designated to the left of the “/” symbol.

Category III consisted of continued learning/conferences, role model, networking, leadership programs and degrees. Table 29 illustrates the rankings along with changes to means and standard deviations, if deemed necessary by the panelist. Any changes from Round 2 are designated with a “/” symbol. The new rankings, means and standard deviations are placed to the right of the symbol.

**TABLE 27: Category I Research Question 2 Round 3**

<b>Re-Rankings for Strategies to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Faculty Member</i>	<i>Grant Experience</i>	<i>Served on Committees</i>	<i>Served as Interim/Take Opportunities</i>	<i>Very Well Read</i>
Panelist #1	2	3	3	3	4
Panelist #2	3/4	3	3	4	3
Panelist #3	3	3	3	3	3
Panelist #4	3/4	3	4	4	4
Panelist #5	4	2/3	4	4	4
Panelist #6	4	3	3	2	3/4
Panelist #7	1	1	2	2	3
Panelist #8	2	3	4	4	4
Panelist #9	2	3	3	4	3/4
Panelist #10	4	3	3	3	3
Panelist #11	4	2	3	4	4
Panelist #12	4	3	4	4	4
Mean	3.00/3.17	2.67/2.75	3.25	3.42	3.50/3.67
Standard Deviation	1.04/1.11	.65/.62	.62	.79	.52/.49

**TABLE 28: Category II Research Question 2 Round 3**

<b>Re-Rankings for Strategies to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Career Development</i>	<i>Mentor</i>	<i>Focused on Students</i>	<i>Worked well with Others/Built Trust</i>	<i>Personal Skills (honesty and truthful)</i>
Panelist #1	4	3	4	4	4
Panelist #2	4	3	4	4	4
Panelist #3	3/4	4	4	4	4
Panelist #4	4	4	4	4	4
Panelist #5	3	4	4	4	4
Panelist #6	2	2	3/4	4	4
Panelist #7	3	/3	3	2	4
Panelist #8	3/4	3	4	3	4
Panelist #9	3/4	3/4	4	3/4	/4
Panelist #10	4	4	4	4	4
Panelist #11	4	3	4	4	4
Panelist #12	3	2	4	4	4
Mean	3.33/3.58	3.18/3.25	3.83/3.92	3.67/3.75	4.00/4.00
Standard Deviation	.65/.67	.75/.75	.39/.29	.65/.62	0/0

**TABLE 29: Category III Research Question 2 Round 3**

<b>Re-Rankings for Strategies to be a Successful Administrator</b>					
<i>Panelists</i>	<i>Continued Learning/ Conferences</i>	<i>Role Model</i>	<i>Networking</i>	<i>Leadership Programs</i>	<i>Degrees</i>
Panelist #1	4	3	4	3	3
Panelist #2	4	3	3/4	4	4
Panelist #3	3	3/4	4	4	4
Panelist #4	4	4	3	4	4
Panelist #5	4	4	4	4	3
Panelist #6	2	2	2	2	4
Panelist #7	2	3	3	2	4
Panelist #8	3	3	4	3	3
Panelist #9	4	4	4	3	4
Panelist #10	4/3	4	4	3	4
Panelist #11	4	3	3	4	4
Panelist #12	3	3	3	3	4
Mean	3.42/3.33	3.25/3.33	3.42/3.50	3.25	3.75
Standard Deviation	.79/.79	.62/.65	.67/.67	.75	.45

The second part of Round 3 asked the panelists to rank items added during Round 2. Table 30 illustrates the ratings of the panelists during Round 2. The items added during Round 2 were: observe before making organizational changes, continuous training, appropriate credentials such as getting the doctorate and maintaining a “collegial perspective.” Table 30 illustrates the rankings, means and standard deviation for items added by panelists for Research Question 2 in Round 3.

**TABLE 30: Items Added by Panelists Question 2 Round 3**

<i>Panelists</i>	<b>Strategies to be a Successful Administrator</b>			
	<i>Observe Before Making Organizational Changes</i>	<i>Continuous Training</i>	<i>Appropriate Credentials such as a Doctorate</i>	<i>Maintaining a “Collegial Perspective”</i>
Panelist #1	4	3	4	3
Panelist #2	3	4	4	4
Panelist #3	3	3	4	4
Panelist #4	4	3	4	4
Panelist #5	4	4	4	
Panelist #6	4	4	3	3
Panelist #7	4	4	4	3
Panelist #8	4	4	3	3
Panelist #9	3	4	4	3
Panelist #10	3	4	4	4
Panelist #11	3	3	4	3
Mean	3.55	3.64	3.82	3.4
Standard Deviation	.52	.50	.40	.52

In addition to ranking the categories from Round 2, panelists had an opportunity to add additional items to each research question during Round 3. Panelist #5 did not rank Collegial Perspective. The additional items added to the research question “What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?” are listed in Table 31. These items were not eligible for consensus because they were never ranked.

**TABLE 31: Additional Items by Panelists Research Question 2 Round 3**

- Be decisive
- Clearly state objectives with staff
- Establish accountability
- Know the culture of the institution
- Make data driven decisions
- Make decisions on what is best for the student

### *Research Question 3*

Research Question 3—What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?

Research Question 3 was divided into three categories. After reviewing the data, the researcher found three general themes to best illustrate the results of this round. Category I consisted of personal recommendations such as personal skills, read literature, finding a mentor and finding a role model. Category II consisted of professional recommendations as they dealt with personal qualities such as paying your dues/experience, getting that doctorate, working as faculty and linking to legislatures/major donors. Category III consisted of professional recommendations as they relate to professional development such as networking, career development and professional development. Table 32 illustrates the rankings, means and standard deviations of Category I for Research Question 3 in Round 3. Any changes from Round 2 are designated with a “/” symbol. The new rankings, means and standard deviations were placed to the right of the symbol. Panelists #6 skipped ranking “Reading Literature”, thus a blank space appears before the “/” symbol.

**TABLE 32: Category I Research Question 3 Round 3**

<b>Re-Rankings for Recommendations for Future Success in Higher Education Administration</b>				
<i>Panelists</i>	<i>Personal Skills (enjoy people/be positive)</i>	<i>Read Literature</i>	<i>Find a Mentor</i>	<i>Find a Role Model</i>
Panelist #1	4	4	4	3
Panelist #2	4	3	3	3
Panelist #3	4	3	4	4
Panelist #4	4	4	4	4
Panelist #5	4	4	4	4
Panelist #6	4	/4	3	3
Panelist #7	4	3	3	3
Panelist #8	4	4	3	3
Panelist #9	4	¾	3/4	4
Panelist #10	4	4	3	4
Panelist #11	4	4	3	3
Panelist #12	4	4	3	4
Mean	4.00	3.64/3.75	3.33/ <b>3.42</b>	3.50
Standard Deviation	0	.50/.45	.49/ <b>.51</b>	.52

Category II consisted of professional recommendations as they dealt with personal qualities such as paying your dues/experience, getting that doctorate, working as faculty and linking to legislatures/major donors. Table 33 consists of rankings, means and standard deviations for Category II of Research Question 3 in Round 3. Any changes from Round 2 are designated with a “/” symbol. The new rankings, means and standard deviations are placed to the right of the symbol.

Category III consisted of networking, career development and professional development. Table 34 illustrates the rankings, means and standard deviations of Category III for Research Question 3 in Round 3. Any changes from Round 2 are designated with a “/” symbol. The new rankings, means and standard deviations are placed to the right of the symbol.

**TABLE 33: Category II Research Question 3 Round 3**

<b>Re-Rankings for Recommendations for Future Success in Higher Education Administration</b>				
<i>Panelists</i>	<i>Pay Dues/ Experience</i>	<i>Get that Doctorate</i>	<i>Work as a Faculty Member</i>	<i>Link to Legislatures/ Major Donors</i>
Panelist #1	4	4	3	3
Panelist #2	4	4	4	3
Panelist #3	4	4	4	4
Panelist #4	4	4	4	4
Panelist #5	4	4	4	4
Panelist #6	4	4	4	3
Panelist #7	4	4	2	1/3
Panelist #8	4	4	2	4
Panelist #9	4	4	2	3
Panelist #10	3	4	4	3
Panelist #11	3	4	4	3
Panelist #12	4	4	4	3
Mean	3.83	4.00	3.42	3.17/ <b>3.33</b>
Standard Deviation	.39	0	.90	.83/ <b>.49</b>

**TABLE 34: Category III Research Question 3 Round 3**

<b>Re-Rankings for Recommendations for Future Success in Higher Education Administration</b>			
<i>Panelists</i>	<i>Networking</i>	<i>Career Development</i>	<i>Professional Development</i>
Panelist #1	4	4	4
Panelist #2	4	4	4
Panelist #3	4	3	4
Panelist #4	4	4	4
Panelist #5	4	4	4
Panelist #6	3	3	3
Panelist #7	3	3	3
Panelist #8	4	4	4
Panelist #9	4	¾	4
Panelist #10	4	4	4
Panelist #11	3	4	4
Panelist #12	3	3	3
Mean	3.67	3.58/ <b>3.67</b>	3.75
Standard Deviation	.49	.51/ <b>.49</b>	.45



The second part of Round 3 asked the panelists to rank items added during Round 2. Table 35 illustrates the ratings of the panelists during Round 2 of the research. The items added during Round 2 were: be aware of “tokenism,” learn from other Latino senior administrators, maintain integrity and always follow through with commitments. Table 35 illustrates the rankings, means and standard deviation for items added by panelists for Research Question 3 in Round 3.

**TABLE 35: Items added by Panelists Question 3 Round 3**

<b>Recommendations for Future Success in Higher Education Administration</b>				
<i>Panelists</i>	<i>Be aware of “Tokenism”</i>	<i>Learn from Other Latino Senior Administrators</i>	<i>Maintain Integrity</i>	<i>Always follow through with Commitments</i>
Panelist #1	3	3	4	4
Panelist #2	4	2	4	4
Panelist #3	3	3	4	4
Panelist #4	3	4	4	4
Panelist #5	3	4	4	4
Panelist #6	4	3	4	4
Panelist #7	3	3	4	4
Panelist #8	4	4	4	4
Panelist #9	4	4	4	4
Panelist #10	3	4	4	4
Panelist #11	3	3	4	4
Mean	3.36	3.36	4.00	4.00
Standard Deviation	.50	.67	0.00	0.00

In addition to ranking the categories from Round 2, panelists had an opportunity to add additional items to each research question during Round 3. The additional items added to the research question “What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?” are listed in Table 36. These are items were not eligible for consensus since they were not ranked.

**TABLE 36: Additional Items by Panelists Research Question 3 Round 3**

- 
- Maintain the highest level of integrity
  - Reclaim heritage (be proud of being Hispanic)
- 

*Research Question 4*

Research Question 4—What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?

Research Question 4 was divided into two categories. After reviewing the data, the researcher divided the responses into two categories. Category I consisted of categories that dealt with professional/personal development including getting a doctorate, experience, knowledge of higher education system, reading and supporting diversity. Category II consisted of categories that dealt with management skills included forming a strong team, management skills and people skills. Table 37 illustrates the rankings, means and standard deviations of Category I for Research Question 4 in Round 3. Any changes from Round 2 are designated with a “/” symbol. The new rankings, means and standard deviations are placed to the right of the symbol. Panelists #3 skipped the ranking for Knowledge of Higher Education System during Round 2, thus a blank space exists on the left side of the “/” symbol.

**TABLE 37: Category I Research Question 4 Round 3**

<b>Re-Rankings for Strategies for Future Success in Higher Education Administration</b>					
<i>Panelists</i>	<i>Get a Doctorate</i>	<i>Experience</i>	<i>Knowledge of Higher Education System</i>	<i>Read</i>	<i>Support Diversity</i>
Panelist #1	4	4	3	4	4
Panelist #2	4	4	3	3	3
Panelist #3	4	4	/3	4	4
Panelist #4	4	4	4	4	4
Panelist #5	4	4	4	4	4
Panelist #6	4	4	3	3	3
Panelist #7	4	4	4	3	3
Panelist #8	4/3	4	4	4	4
Panelist #9	4	4	4	3	3/4
Panelist #10	4	3	4	3	4
Panelist #11	4	4	4	4	4
Panelist #12	4	4	4	4	4
Mean	4.00/3.92	3.92	3.73/3.67	3.58	3.67/3.75
Standard Deviation	0/.29	.29	.47/.49	.51	.49/.45

Category II consisted of forming a strong team, management skills and people skills. Table 38 illustrates the rankings, means and standard deviations of Category II for Research Question 4 in Round 3. Any changes from Round 2 are designated with a “/” symbol. The new rankings, means and standard deviations are placed to the right of the symbol. Panelists #9 skipped the ranking for People Skills during Round 2, thus a blank space exists on the left side of the “/” symbol.

The second part of Round 3 asked the panelists to rank items added during Round 2. Table 39 illustrates the ratings of the panelists during Round 3 of the research. The items added during Round 3 were: learn the trade and be prepared for opportunities, leave one’s community if it means a better job, make decisions, listening skills and military experience. Table 39 illustrates the rankings, means and standard deviation for items added by panelists in Round 2 for Research Question 4 in Round 3.

**TABLE 38: Category II Research Question 4 Round 3**

<b>Re-Rankings for Strategies for Future Success in Higher Education Administration</b>			
<i>Panelists</i>	<i>Form a Strong Team</i>	<i>Management Skills</i>	<i>People Skills</i>
Panelist #1	4	4	4
Panelist #2	4	3	4
Panelist #3	4	4	4
Panelist #4	4	3	4
Panelist #5	4	4	4
Panelist #6	3	4	4
Panelist #7	4	4	4
Panelist #8	4	4	4
Panelist #9	4	3/4	/4
Panelist #10	3/4	4	4
Panelist #11	4	4	4
Panelist #12	4	4	4
Mean	3.83/ <b>3.92</b>	3.75/ <b>3.83</b>	4.00/ <b>4.00</b>
Standard Deviation	.39/ <b>.29</b>	.45/ <b>.39</b>	0/0

**TABLE 39: Items Added by Panelists Question 4 Round 3**

<b>Rankings for Strategies for Future Success in Higher Education Administration</b>					
<i>Panelists</i>	<i>Learn the Trade and be Prepared for Opportunities</i>	<i>Leave One's Community if it Means a Better Job</i>	<i>Make Decisions</i>	<i>Listening Skills</i>	<i>Military Experience</i>
Panelist #1	4	4	4	4	2
Panelist #2	4	4	4	4	1
Panelist #3	4	4	4	4	2
Panelist #4	4	3	3	4	2
Panelist #5	4	1	4	4	3
Panelist #6	4	4	4	3	3
Panelist #7	4	4	4	4	2
Panelist #8	3	2	4	4	1
Panelist #9	4	4	4	4	2
Panelist #10	4	4	4	4	4
Panelist #11	4	3	4	4	1
Mean	3.91	3.36	3.91	3.91	2.09
Standard Deviation	.30	1.03	.30	.30	.94

In addition to ranking the categories from Round 3, panelists had an opportunity to add additional items to each research question during Round 3. The additional items

added to the research question “What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?” are listed in Table 40.

**TABLE 40: Additional Items by Panelists Research Question 4 Round 3**

<b>Strategies for Future Success in Higher Education Administration</b>	
•	Mesh with local culture
•	Stay up with technology

## **CHAPTER V**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **Summary of Findings**

The emergence of the Hispanic population promises to have far reaching effects throughout the United States. One of the many fields to be affected by the population explosion phenomenon is higher education. In particular, the number of administrators at institutions of higher education is grossly underrepresented when you look at the percentage of Hispanics entering higher education. Furthermore, when looking through the lens of human resource development, the need for career development for this particular group is evident.

Thus, the purpose of this study was two fold: (1) to identify the positive experiences and strategies adopted by Hispanic administrators who have a successful career in higher education and (2) to take a futuristic look at the career of Hispanic administrators in higher education by identifying recommendations and strategies proposed by a panel of successful Hispanic administrators to help Hispanics in the future. This study had a positive philosophy. The majority of the literature available on Hispanics in higher education dealt with barriers and negative factors. The following research questions drove this research:

1. What are positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?

2. What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?
3. What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?
4. What strategies will be critical for future Hispanic administrators to utilize in order to be successful in higher education?

### **Round 1 Summary**

This section of Chapter V will review each of the three rounds of this Delphi study by illustrating an analysis of each round. The aforementioned research questions were asked in each round. Round 1 was open-ended. The most frequently mentioned items are listed in Table 41.

**TABLE 41: Most Mentioned Items During Round 1**

<b>Research Question 1</b>	
<ul style="list-style-type: none"> <li>• Mentor</li> <li>• Personal leadership</li> <li>• Attend conferences/leadership program</li> <li>• Earn multiple degrees</li> </ul>	<ul style="list-style-type: none"> <li>• Personal skills</li> <li>• Family support</li> <li>• Military/business/varied experiences</li> </ul>
<b>Research Question 2</b>	
<ul style="list-style-type: none"> <li>• Personal skills</li> <li>• Serve as an interim/take advantage of opportunities</li> <li>• Be very well read</li> </ul>	
<b>Research Question 3</b>	
<ul style="list-style-type: none"> <li>• Personal skills</li> <li>• Pay dues/experiences</li> <li>• Get that doctorate</li> </ul>	
<b>Research Question 4</b>	
<ul style="list-style-type: none"> <li>• Knowledge of the higher education field</li> <li>• People skills</li> <li>• Management skills</li> </ul>	

## Round 2 Summary

Round 2 had two sets of directions. The first set of directions was to rank the items that were mentioned during Round 1, the open-ended round. The second set of directions gave the panelists an additional opportunity to list items for each research question. Table 42 illustrates the ranking of the category items by means and standard deviations for Research Question 1 followed by added items by panelists. Table 43 illustrates the ranking of the category items by means and standard deviations for Research Question 2 followed by added items by panelists. Table 44 illustrates the ranking of the category items by means and standard deviations for Research Question 3 followed by added items by panelists, and Table 45 illustrates the ranking of the category items by means and standard deviations for Research Question 4 followed by added items by panelists.

**TABLE 42: Ranking by Mean for Research Question 1 Round 2**

<b>Experiences Needed to be a Successful Administrator</b>	
<i>Category</i>	<i>Mean/Standard Deviation</i>
Sustaining personal motivation	4.00/0
Earning multiple degrees	4.00/0
Developing people skills	3.92/.29
Enhancing personal skills	3.83/.39
Acquiring problem solving skills	3.83/.39
Ensuring family support	3.83/.29
Having a high regard for the field of higher education	3.58/.51
Networking	3.45/.69
Attending conferences/leadership programs	3.33/.78
Supporting cultural awareness	3.33/.65
Having faculty experience	3.33/.79
Finding a mentor	3.25/.75
Finding a role model	3.25/.62
Knowing the Demographic	3.00/.60
Having military/business experience	2.75/.62



**TABLE 43: Ranking by Mean for Research Question 2 Round 2**

<b>Strategies to be a Successful Administrator</b>	
<i>Category</i>	<i>Mean/Standard Deviation</i>
Obtaining personal skills (honest/truthful)	4.00/0
Focusing on students	3.83/.39
Earning degrees	3.75/.45
Working well with others/building trust	3.67/.65
Being very well read	3.50/.52
Served as interim/take advantage of opportunities	3.42/.79
Engaging in continued learning/attending conferences	3.42/.79
Networking	3.42/.67
Seeking career development	3.33/.65
Served on committees	3.25/.62
Finding a role model	3.25/.62
Attending leadership programs	3.25/.75
Finding a mentor	3.18/.75
Being a faculty member	3.00/1.04
Having grant experience	2.67/.65

**TABLE 44: Ranking by Mean for Research Question 3 Round 2**

<b>Recommendations for Future Success in Higher Education Administration</b>	
<i>Categories</i>	<i>Means and Standard Deviations</i>
Getting that doctorate	4.00/0
Developing personal skills (be positive/enjoy people)	4.00/0
Paying your dues/gaining experience	3.83/.39
Enrolling in professional development	3.75/.45
Reading literature	3.64/.50
Networking	3.67/.49
Seeking career development	3.58/.51
Finding a role model	3.50/.52
Working as a faculty member	3.42/.90
Finding a mentor	3.33/.49
Linking to legislatures/major donors	3.17/.83

**TABLE 45: Ranking by Mean for Research Question 4 Round 2**

<b>Strategies for Future Success in Higher Education Administration</b>	
<i>Categories</i>	<i>Means and Standard Deviations</i>
Getting a doctorate	4.00/0
Developing people skills (emotional intelligence)	4.00/0
Gaining experience	3.92/.29
Forming a strong team	3.83/.39
Sharpening management skills	3.75/.45
Acquiring knowledge of higher education system	3.73/.47
Supporting diversity	3.67/.49
Reading	3.58/.51

Panelists added communication skills, ability to work with others, cultural awareness, energy/enthusiasm, patience, community service, read widely about higher education, learn from mistakes, interpersonal skills and faith in God to Research Question 1.

Panelists added the items: observe before making organizational changes, continuous training, appropriate credentials such as doctorate and maintaining “collegial perspective” to Research Question 2.

Panelists added the items: be aware of “tokenism,” learn from other Latino senior administrators, maintain integrity and always follow through with commitments to Research Question 3.

Panelists added the items: learn the trade and be prepared for opportunities, leave one’s community if it means a better job, make decisions, listening skills and military experience to Research Question 4.

### **Round 3 Summary**

Round 3 had three sets of directions. First, panelists were asked to review their ranking, mean and standard deviation for each category from Round 2. Panelists were given an opportunity to change their rankings. Second, the panelists were asked to rank the items that were added during Round 2. Lastly, the panelists were given one more opportunity to add items to each research questions that had not been added before.

This section will summarize the first set of directions for Round 3. Table 46 illustrates Round 2’s ranking along with a column to indicate the change in the category’s mean and rankings for Round 3, if any, for Research Question 1, “What are

positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators?" Items in bold in the Round 3 column indicate a change in its ranking from Round 2.

**TABLE 46: Change in Mean and Rankings of Round 3 for Research Question 1**

<b>Experiences Needed to be a Successful Administrator</b>		
<i>Category</i>	<i>Means/Standard Deviations (ranking)</i>	<i>Round 3</i>
		<i>Means/Standard Deviations (ranking)</i>
Sustaining personal motivation	4.00/0 (1)	4.00/0 (1)
Earning multiple degrees	3.92/.29 (2)	<b>4.00/0</b> (2)
Developing people skills	3.92/.29 (2)	<b>3.92/.29</b> (2)
Enhancing personal skills	3.83/.39 (4)	3.83/.39 (5)
Acquiring problem solving skills	3.83/.39 (4)	<b>3.75/.45</b> (6)
Ensuring family support	3.83/.39 (4)	<b>3.92/.29</b> (2)
Having a high regard for the field of higher education	3.58/.51 (7)	<b>3.67/.49</b> (7)
Networking	3.45/.69 (8)	<b>3.50/.67</b> (8)
Attending conferences/leadership programs	3.33/.78 (9)	3.33/.78 (11)
Supporting cultural awareness	3.33/.65 (9)	<b>3.42/.67</b> (9)
Having faculty experience	3.33/.79 (9)	<b>3.42/.79</b> (9)
Found a mentor	3.25/.75 (12)	3.25/.75 (13)
Found a role model	3.25/.62 (12)	<b>3.33/.65</b> (11)
Know your demographic	3.00/.60 (14)	3.00/.60 (14)
Having military/business experience	2.75/.62 (15)	<b>2.67/.65</b> (15)

Table 47 illustrates Round 2's ranking along with a column to indicate the change in the category's mean and rankings for Round 3, if any, for Research Question 2, "What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?"

Table 48 illustrates Round 2's ranking along with a column to indicate the change, if any, in the category's means and rankings for Round 3 for Research

Question 3, “What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?”

**TABLE 47: Change in Mean and Rankings of Round 3 for Research Question 2**

<b>Strategies to be a Successful Administrator</b>		
<i>Category</i>	<i>Means/Standard</i>	<i>Round 3</i>
	<i>Deviations</i> <i>(rankings)</i>	<i>Mean/Standard</i> <i>Deviations</i> <i>(rankings)</i>
Obtaining personal skills (honest/truthful)	4.00/0 (1)	<b>4.00/0</b> (1)
Focusing on students	3.83/.39 (2)	<b>3.92/.29</b> (2)
Earning degrees	3.75/.45 (3)	3.75/.45 (3)
Working well with others/building trust	3.67/.65 (4)	<b>3.75/.62</b> (3)
Being very well read	3.50/.52 (5)	<b>3.67/.49</b> (5)
Serving as interim/Taking advantage of opportunities	3.42/.79 (6)	3.42/.79 (8)
Continued learning/Attending conferences	3.42/.79 (6)	<b>3.33/.79</b> (9)
Networking	3.42/.67 (6)	<b>3.50/.67</b> (7)
Seeking career development	3.33/.65 (9)	<b>3.58/.67</b> (6)
Serving on committees	3.25/.62 (10)	3.25/.62 (11)
Finding a role model	3.25/.62 (10)	<b>3.33/.65</b> (9)
Attending leadership programs	3.25/.75 (10)	3.25/.75 (11)
Found a mentor	3.18/.75 (13)	<b>3.25/.75</b> (11)
Being a faculty member	3.00/1.04 (14)	<b>3.17/1.11</b> (14)
Having grant experience	2.67/.65 (15)	<b>2.75/.62</b> (15)

**TABLE 48: Change in Mean and Ranking of Round 3 for Research Question 3**

<b>Recommendations for Future Success in Higher Education Administration</b>		
<i>Category</i>	<i>Means/Standard</i>	<i>Round 3</i>
	<i>Deviations</i> <i>(rankings)</i>	<i>Means/Standard</i> <i>Deviations</i> <i>(rankings)</i>
Getting that doctorate	4.00/0 (1)	4.00/0 (1)
Developing personal skills	4.00/0 (1)	4.00/0 (1)
Paying your dues/Gaining experience	3.83/.39 (3)	3.83/.39 (3)
Enrolling in professional development	3.75/.45 (4)	3.75/.45 (4)
Reading literature	3.67/.50 (5)	<b>3.75/.45</b> (4)
Networking	3.67/.49 (5)	3.67/.49 (6)
Seeking career development	3.58/.51 (7)	<b>3.67/.49</b> (6)
Finding a role model	3.50/.52 (8)	3.50/.52 (8)
Working as a faculty member	3.42/.90 (9)	3.42/.90 (9)
Finding a mentor	3.33/.49 (10)	<b>3.42/.51</b> (9)
Linking to legislatures/Major donors	3.17/.83 (11)	<b>3.33/.49</b> (11)

Table 49 illustrates Round 2's ranking along with a column to indicate the change, if any, in the category's mean and rankings for Round 3 for Research Question 4, "What strategies will be critical for future Hispanics administrators to utilize to be successful administrators?"

**TABLE 49: Change in Mean and Ranking of Round 3 for Research Question 4**

<b>Strategies for Future Success in Higher Education Administration</b>		
<i>Category</i>	<i>Means/Standard</i>	<i>Round 3</i>
	<i>Deviations</i> <i>(ranking)</i>	<i>Mean/Standard</i> <i>Deviations</i> <i>(rankings)</i>
Getting a doctorate	4.00/0 (1)	<b>3.92/.29</b> (2)
Developing People skills (emotional intelligence)	4.00/0 (1)	<b>4.00/0</b> (1)
Gaining experience	3.92/.29 (3)	3.92/.29 (2)
Forming a strong team	3.83/.39 (4)	<b>3.92/.29</b> (2)
Sharpening management skills	3.75/.45 (5)	<b>3.83/.39</b> (5)
Acquiring knowledge of higher education system	3.73/.47 (6)	<b>3.67/.49</b> (7)
Supporting diversity	3.67/.49 (7)	<b>3.75/.45</b> (6)
Reading	3.58/.51 (8)	3.58/.51 (8)

This section will summarize the second set of directions for Round 3. During this section of the round, the panelists were asked to rank items that were added by panelists in Round 2. Table 50 illustrates the rankings for Research Question 1, "What are positive experiences encountered by Hispanic higher education administrators that enabled them to be a successful administrator?"

Table 51 illustrates the rankings for added items of Round 3 for Research Question 2, "What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?"

**TABLE 50: Ranking of Round 2 Added Items by Panelists in Round 3 for Research Question 1**

<b>Experiences Needed to be a Successful Administrator</b>	
<i>Category</i>	<i>Means/Standard Deviations</i>
Having the ability to work with others	4.00/0
Learning from your mistakes	4.00/0
Developing interpersonal skills	4.00/0
Enhancing communication skills (oral and written)	3.91/.30
Having energy/enthusiasm	3.91/.30
Learning patience	3.73/.47
Reading widely about higher education	3.45/.52
Supporting cultural awareness	3.36/.50
Engaging in community service	3.09/.30
Having faith in God	2.45/.82

**TABLE 51: Ranking of Round 2 Added Items by Panelists in Round 3 for Research Question 2**

<b>Strategies to be a Successful Administrator</b>	
<i>Category</i>	<i>Means/Standard Deviations</i>
Completing appropriate credential such as doctorate	3.82/.40
Engaging in continuous training	3.64/.50
Observing before making organizational changes	3.55/.52
Maintaining “collegial perspective”	3.40/.52

Table 52 illustrates the rankings for added items of Round 3 for Research

Question 3, “What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?”

**TABLE 52: Ranking of Round 2 Added Items by Panelists in Round 3 for Research Question 3**

<b>Recommendations for Future Success in Higher Education Administration</b>	
<i>Category</i>	<i>Means/Standard Deviations</i>
Maintaining integrity	4.00/0
Always follow through with commitments	4.00/0
Being aware of “Tokenism”	3.36/.50
Learning from other Latino senior administrators	3.36/.67

Table 53 illustrates the rankings for added items of Round 3 for Research Question 4, “What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?”

**TABLE 53: Ranking of Round 2 Added Items by Panelists in Round 3 for Research Question 4**

<b>Strategies for Future Success in Higher Education Administration</b>	
<i>Category</i>	<i>Means/Standard Deviations</i>
Learning the trade and being prepared for opportunities	3.91/.30
Making decisions	3.91/.30
Listening skills	3.91/.30
Leave one’s community if it means a better job	3.36/1.03
Gaining Military experience	2.09/.94

This section will summarize the third set of directions for Round 3. This set of directions gave the panelists another opportunity to add items to each research question. Table 54 lists the items added during Round 3 for Research Question 1, “What are the positive experiences encountered by Hispanic higher education administrators that enabled them to be successful administrators in higher education?” These items are for reporting purposes only. None of these items were considered as consensus items because they were never ranked.

**TABLE 54: Additional Items Added by Panelists for Research Question 1 in Round 3**

<b>Experiences Needed to be a Successful Administrator</b>
<ul style="list-style-type: none"> <li>• Be able to work flexible hours</li> <li>• Be mobile</li> <li>• Support from faculty and staff</li> <li>• Ability to learn from others</li> <li>• Flexibility in schedule</li> <li>• Sense of humor</li> <li>• Keep your word</li> <li>• Learn from mentee</li> </ul>

Table 55 lists the items added during Round 3 for Research Question 2, “What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?”

**TABLE 55: Additional Items Added by Panelists for Research Question 2 in Round 3**

<b>Strategies to be a Successful Administrator</b>
<ul style="list-style-type: none"> <li>• Be decisive</li> <li>• Clearly state objectives with staff</li> <li>• Establish accountability</li> <li>• Know the culture of the institution</li> <li>• Make data driven decisions</li> <li>• Make decisions on what is best for the student</li> </ul>

Table 56 lists the items added during Round 3 for Research Question 3, “What recommendations do Hispanic higher education administrators make for future Hispanic administrators to be successful in higher education administration?”

**TABLE 56: Additional Items Added by Panelists for Research Question 3 in Round 3**

<b>Recommendation for Future Success in Higher Education Administration</b>
<ul style="list-style-type: none"> <li>• Maintaining the highest level of integrity</li> <li>• Reclaiming heritage (Be proud of being Hispanic)</li> </ul>

Table 57 lists the items added during Round 3 for Research Question 4, “What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?”

**TABLE 57: Additional Items Added by Panelists for Research Question 4 in Round 3**

<b>Strategies for Future Success in Higher Education Administration</b>
<ul style="list-style-type: none"> <li>• Meshing with local culture</li> <li>• Staying up with technology</li> </ul>



## Conclusions

This section will review the panelists' conclusions to each research question. For the sake of this study, consensus for an item was determined when each panelist ranked the item either very important as indicated by the value four (4) or important as indicated by the value three (3) in the final round, this being Round 3. Items in bold in the Round 3 column indicate a change in its ranking from Round 2.

Research Question 1 was "What are the positive experiences encountered by Hispanic higher education administration that enabled them to be successful administrators?" The items that met consensus for this research question through an initial ranking and then subsequent rounds are listed in Table 58.

**TABLE 58: Consensus Items of Initial Rankings and Re-rankings for Question 1**

<b>Experiences Needed to be a Successful Administrator</b>		
<i>Category</i>	<i>Round 2</i>	<i>Round 3</i>
	<i>Means/Standard Deviations (ranking)</i>	<i>Means/Standard Deviations (ranking)</i>
Sustaining personal motivation	4.00/0 (1)	4.00/0 (1)
Earning multiple degrees	3.92/.29 (2)	3.92/.29 (2)
Developing people skills	3.92/.29 (2)	<b>3.92/.29 (2)</b>
Enhancing personal skills	3.83/.39 (4)	3.83/.39 (5)
Acquiring problem solving skills	3.83/.39 (4)	<b>3.75/.45 (6)</b>
Ensuring family support	3.83/.39 (4)	<b>3.92/.29 (2)</b>
Having a high regard for the field of higher education	3.58/.51 (7)	<b>3.67/.49 (7)</b>
Networking	3.45/.69 (8)	<b>3.50/.67 (8)</b>

Table 59 lists the items which were added during Round 2 for Research Question 1, thus showing only a single round (round 3) of ranking by the panel. These

items did not undergo the “rigor” of the consensus items in Table 58, nevertheless will still be considered a consensus items for the sake of this research.

**TABLE 59: Consensus on Items Added by Panelists for Research Question 1**

<b>Experiences Needed to be a Successful Administrator</b>	
<i>Category</i>	<i>Means/Standard Deviations</i>
Having the ability to work with others	4.00/0
Learning from your mistakes	4.00/0
Developing interpersonal skills	4.00/0
Enhancing communication skills (oral and written)	3.91/.30
Having energy/enthusiasm	3.91/.30
Learning patience	3.73/.47
Reading widely about higher education	3.45/.52
Supporting cultural awareness	3.36/.50
Engaging in community service	3.09/.30

Thus the overall consensus items for Research Question 1 are shown in Table 60.

**TABLE 60: Consensus on Research Question 1**

<b>Experiences Needed to be a Successful Administrator</b>	
<i>Rank Order of Consensus Item</i>	<i>Means/Standard Deviations</i>
1. Sustaining personal motivation	4.00/0
<i>1. Having the ability to work with others</i>	<i>4.00/0</i>
<i>1. Learning from your mistakes</i>	<i>4.00/0</i>
<i>1. Developing Interpersonal skills</i>	<i>4.00/0</i>
5. Earning multiple degrees	3.92/.29
5. Developing people skills	3.92/.29
<i>7. Enhancing communication skills</i>	<i>3.91/.30</i>
<i>7. Having energy/enthusiasm</i>	<i>3.91/.30</i>
9. Enhancing personal skills	3.83/.39
9. Acquiring problem solving skills	3.83/.39
9. Ensuring family support	3.83/.39
<i>12. Learning patience</i>	<i>3.73/.47</i>
13. Having a high regard for the field of higher education	3.58/.51
14. Networking	3.45/.69
<i>14. Reading widely about higher education</i>	<i>3.45/.52</i>
<i>16. Supporting cultural awareness</i>	<i>3.36/.50</i>
<i>17. Engaging in community service</i>	<i>3.09/.30</i>

Note: Item in Italics were added during Round 2 and only went through one round of ranking.

Thus, the conclusion for Research Question #1 would indicate a need for developing personal skills. Two of the four unanimous consensus items were the ability to work with others and interpersonal skills. Other related consensus items were people skills, communication skills, personal skills and problem solving skills. These items suggest the need for training programs that include the teaching of inter- and intra-personal skills or emotional intelligence. Furthermore, these findings stress the need of Hispanics wanting to serve in administrative roles in higher education to be responsible for such individual characteristics such as personal motivation, the ability to learn from mistakes, maintaining a high level of energy/enthusiasm, patience, reading widely and having a regard for the field of higher education.

Research Question 2 was “What strategies did Hispanic higher education administrators utilize that enabled them to be a successful administrator in higher education?” The items that met consensus for this research question through an initial ranking and then subsequent rounds are listed in Table 61.

**TABLE 61: Consensus Items of Initial Rankings and Re-rankings for Question 2**

<b>Strategies to be a Successful Administrator</b>		
<i>Category</i>	<i>Round 2</i>	<i>Round 3</i>
	<i>Means/Standard Deviations (rankings)</i>	<i>Means/Standard Deviations (rankings)</i>
Obtaining personal skills (honest/truthful)	4.00/0 (1)	<b>4.00/0</b> (1)
Focusing on students	3.83/.39 (2)	<b>3.92/.29</b> (2)
Earning degrees	3.75/.45 (3)	3.75/.45 (3)
Being very well read	3.50/.52 (5)	<b>3.67/.49</b> (5)

Table 62 lists the items which were added during Round 2 for Research Question 2, thus showing only a single round (round 3) of ranking by the panel. These

items did not undergo the “rigor” of the consensus items in Table 61, nevertheless will still be considered a consensus items for the sake of this research.

**TABLE 62: Consensus on Items Added by Panelists for Research Question 2**

<b>Strategies to be a Successful Administrator</b>	
<i>Category</i>	<i>Means/Standard Deviations</i>
Completing appropriate credential such as doctorate	3.80/.40
Engaging in continuous training	3.60/.50
Observing before making organizational changes	3.55/.52
Maintaining “collegial perspective”	3.40/.52

Thus the overall consensus items for Research Question 2 are shown in Table 63.

**TABLE 63: Consensus on Research Question 2**

<b>Strategies to be a Successful Administrator</b>	
<i>Rank Order of Consensus Item</i>	<i>Means/Standard Deviations</i>
1. Obtaining personal skills	4.00/0
2. Focusing on students	3.92/.29
3. <i>Completing appropriate credential such as doctorate</i>	3.80/.50
4. Earning degrees	3.75/.45
5. <i>Engaging in continuous training</i>	3.60/.50
6. <i>Observing before making organizational changes</i>	3.55/.52
7. Being very well read	3.67/.49
8. <i>Maintaining “collegial perspective”</i>	3.40/.52

Note: Item in Italics were added during Round 2 and only went through one round of ranking.

Thus, the conclusion for Research Question 2 would indicate a need for an array of programs. The one consensus item of obtaining personal skills points toward the need of a program which sharpens individuals/personal characteristics such as emotional intelligence. Consensus items number 2 (focusing on students), 6 (observing before making organizational changes), 7 (being very well read) and 8 (maintaining collegial

perspective) suggest that Hispanics seeking higher education administrative positions must be responsible for these individual characteristics. Consensus items 3 & 4 focus on obtaining a terminal degree. Programs targeting talented Hispanic graduate students would assist in this endeavor. The consensus item of engaging in continuous training implies that Hispanics seeking leadership roles in higher education should get involved in organizations which conduct on-going training programs.

Research Question 3 was “What recommendations do Hispanic higher education administrators make for future Hispanics administrators to be successful in higher education administration?” The items that met consensus for this research question through an initial ranking and then subsequent rounds are listed in Table 64.

**TABLE 64: Consensus Items of Initial Rankings and Re-rankings for Question 3**

Recommendations for Future Success in Higher Education Administration		
<i>Categories</i>	<i>Round 2</i>	<i>Round 3</i>
	<i>Means/Standard Deviations (rankings)</i>	<i>Means/Standard Deviations (rankings)</i>
Getting the doctorate	4.00/0 (1)	4.00/0 (1)
Developing personal skills (be positive/enjoy people)	4.00/0 (1)	4.00/0 (1)
Paying your dues/Gaining experience	3.83/.39 (3)	3.83/.39 (3)
Enrolling in professional development	3.75/.45 (4)	3.75/.45 (4)
Reading literature	3.64/.50 (5)	<b>3.75/.45 (4)</b>
Networking	3.67/.49 (5)	3.67/.49 (6)
Seeking career development	3.58/.51 (7)	<b>3.67/.49 (6)</b>
Finding a role model	3.50/.52 (8)	3.50/.52 (8)
Finding a mentor	3.33/.49 (10)	<b>3.42/.51 (9)</b>

Table 65 lists the items which were added during Round 2 for Research Question 3, thus showing only a single round (round 3) of ranking by the panel. These

items did not undergo the “rigor” of the consensus items in Table 64, nevertheless will still be considered a consensus items for the sake of this research.

**TABLE 65: Consensus on Items Added by Panelists for Research Question 3**

Recommendations for Future Success in Higher Education Administration	
<i>Category</i>	<i>Means/Standard Deviations</i>
Maintaining integrity	4.00/0
Always follow through with commitments	4.00/0
Be aware of “Tokenism”	3.36/.50

Thus the overall consensus items for Research Question 3 are shown in Table 66.

**TABLE 66: Consensus on Research Question 3**

Recommendations for Future Success in Higher Education Administration	
<i>Rank Order of Consensus Item</i>	<i>Means/Standard Deviations</i>
1. Getting the doctorate	4.0/0
1. Developing Personal skills	4.0/0
<i>1. Maintaining integrity</i>	<i>4.0/0</i>
<i>1. Always follow through with commitments</i>	<i>4.0/0</i>
5. Paying your dues/Gaining experience	3.83/.39
6. Enrolling in professional development	3.75/.45
6. Reading literature	3.75/.45
8. Networking	3.67/.49
8. Seeking career development	3.67/.49
10. Finding a role model	3.50/.52
11. Finding a mentor	3.42/.51
<i>12. Being aware of “Tokenism”</i>	<i>3.36/.50</i>

Note: Item in Italics were added during Round 2 and only went through one round of ranking.

Thus, the conclusion for Research Question 3 would indicate the need for various programs to meet the different consensus items. Again, the need of obtaining one’s doctoral degree has been unanimously selected. This implies the need of a program to assist Hispanic students in completing their terminal degree. The need for programs to

sharpen personal skills and career development were also suggested in the consensus of this research question. Maintaining integrity and always following through with commitments were unanimous consensus items for research question 3. So were reading literature and being aware of “tokenisms”. These consensus items point toward the need of aspiring Hispanic higher education administrators to take personal responsibility for these individual characteristics. Paying your dues, finding a role model and finding a mentor suggest the need of an executive leadership program within an institution which would assist aspiring administrators to gain such experience and identify mentors and role models. Enrolling in professional development and networking are consensus items that imply the need to participate in minority professional organizations that support both professional development and networking.

Research Question 4 was “What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?” The items that met consensus for this research question through an initial ranking and then subsequent rounds are listed in Table 67.

Table 68 lists the items that were added during Round 2 for Research Question 4, thus showing only a single round (round 3) of ranking by the panel. These items did not undergo the “rigor” of the consensus items in Table 67, nevertheless will still be considered a consensus items for the sake of this research.

**TABLE 67: Consensus Items of Initial Rankings and Re-rankings for Question 4**

<b>Strategies for Future Success in Higher Education Administration</b>		
<i>Categories</i>	<i>Round 2</i>	<i>Round 3</i>
	<i>Means/Standard</i>	<i>Means/Standard</i>
	<i>Deviations</i>	<i>Deviations</i>
	<i>(ranking)</i>	<i>(rankings)</i>
Getting a doctorate	4.00/0 (1)	<b>3.92/.29</b> (2)
Developing people skills (Emotional Intelligence)	4.00/0 (1)	<b>4.00/0</b> (1)
Gaining experience	3.92/.29 (3)	3.92/.29 (2)
Forming a strong team	3.83/.39 (4)	<b>3.92/.29</b> (2)
Sharpening management skills	3.75/.45 (5)	<b>3.83/.39</b> (5)
Acquiring knowledge of the higher education system	3.73/.47 (6)	<b>3.67/.49</b> (7)
Supporting diversity	3.67/.49 (7)	<b>3.75/.45</b> (6)
Reading	3.58/.51 (8)	3.58/.51(8)

**TABLE 68: Consensus on Items Added by Panelists for Research Question 4**

<b>Strategies for Future Success in Higher Education Administration</b>	
<i>Category</i>	<i>Means/Standard</i>
	<i>Deviations</i>
Learning the trade and being prepared for opportunities	3.91/.30
Making decisions	3.91/.30
Listening skills	3.91/.30

Thus, the overall consensus items for Research Question 4 are shown in Table 69.



**TABLE 69: Consensus on Research Question 4**

<b>Strategies for Future Success in Higher Education Administration</b>	
<i>Rank Order of Consensus Item</i>	<i>Means/Standard Deviations</i>
1. Developing people skills (Emotional Intelligence)	4.00/0
2. Getting a doctorate	3.92/.29
2. Gaining experience	3.92/.29
2. Forming a strong team	3.92/.29
5. <i>Learning the trade and being prepared for opportunities</i>	3.91/.30
5. <i>Making decisions</i>	3.91/.30
5. <i>Listening skills</i>	3.91/.30
8. Sharpening management skills	3.83/.39
9. Supporting diversity	3.75/.45
10. Acquiring knowledge of higher education system	3.67/.49
11. Reading	3.58/.51

Note: Item in Italics were added during Round 2 and only went through one round of ranking.

Thus, the conclusion for Research Question 4 would indicate a need for the development of several different programs. The unanimous consensus item for Research Question 4 is the development of people skills. This item implies the need for the development of a program that will teach those intra-personal skills as they do in an emotional intelligence curriculum. This same leadership program could address consensus items such as listening skills and management skills. The need for a doctorate degree arose again as a highly regarded consensus items. This ranking implies a growing need to provide students in the graduate educational pipeline a program which will assist them through their academic journey by providing academic, personal and financial support services. Consensus items such as gaining experience, making decisions, supporting diversity and reading are individual characteristics each aspiring administrator must pursue to become administrators in the field of higher education. Consensus items such as forming a strong team and acquiring knowledge of the field of

higher education can be addressed in an executive leadership program within an institution of higher education.

### **Recommendation for Practice**

This study began with an eye opening illustration of the phenomenon of the Hispanic population explosion in the United States. Then the review of the literature described the desperate conditions of the educational pipeline for Hispanics, the under representation of Hispanics in doctoral programs, Hispanics in higher education roles and Hispanics in higher education settings. The literature also focused on the HRD linkage, career development models, theory linked to success and a national study on American Presidents in higher education settings. Chapters III and IV focused on the mechanics and results of this research.

The fact that this research focused on the positive left some issues such as institutional racism, the glass ceiling and lack of preparation as phenomenon's that never entered the "equation." It does not necessarily mean that they are nonexistent; chapter II is filled with research that indicates these phenomena are alive and well. This study was intended to look more into solutions rather than barriers. Thus the items that met consensus were positive components of a career development model that should incorporate inter- and intra-personal skills as well as the nuts and bolts of higher education administration.

Through the lens of Human Resource Development, this study does illustrate the dire need for one of the discipline's basic components, career development. Research on career development for Hispanics is scarce and has been given little attention (Arbona,

1995). “One of the most pressing problems evident upon review of major career research is the inadequacy of the various theoretical models to address differentiation based on gender, race and class” (Gross, 2001, p. 19). Much of the seminal work on career development Ginzberg et al. (1951), Super (1957) and Holland (1966) were based on white, affluent college males. Researchers have agreed that career development and development theory are under developed as they pertains to minorities (Arbona, 1990, 1995; Luzzo; 1992; Osipow & Littlejohn, 1995).

The research indicated the perceived strategies and experiences critical to be successful in higher education cross racial boundaries. It seems that it does not matter if you are black, brown or white; the skills needed are universal in this career field. This study indicated that the skills needed for the panelists to be successful had more to do with personal and people skills. Some of the skills mentioned were emotional intelligence, people skills, strong management skills, and communication skills. In regards to experiences and strategies critical for future Hispanic administrators, the panelists overwhelmingly mentioned the need of obtaining a doctoral degree. The importance of the doctorate degree is especially interesting taking into account the literature review of the under representation of Hispanics in doctoral programs (Garcia, 1996; Morales, 2000).

Based on this study, the lack of Hispanic administrators is largely due to the tremendous “leak” in the education pipeline. Although the long term solution may be to fix the “leaks” at each level of the educational pipeline, the quickest solutions will come in a concerted effort to reach those in the graduate level. The absence of Hispanics in higher education administration can be, to some degree, attributed to the lack of

available candidates. Higher education administration requires the candidate to have at least a graduate degree, if not a terminal degree. Thus, there is a positive correlation factor between the number of available Hispanic administrators and the number of graduates from masters and doctoral programs. Until the graduation rate of Hispanics from public school to doctoral programs is addressed, the absence of Hispanic administrators will continue.

The recommendations based on this research and the literature review call for a concerted focus on the career development in higher education administration, especially in the area of minority access. The key area seems to be access. As reported in the conclusion of the American College President's report, "until the pipeline of candidates improves through leadership identification and development programs, progress in increasing the proportion of women and minority presidents may continue to lag" (Corrigan, 2002, p. 48). The researcher has five recommendations: 1) the creation of a University Minority Graduate Identification Program at institutions of higher learning 2) the development of a holistic career development program targeting minorities 3) continuous training for mid and upper level managers 4) Executive Leadership Program for Minorities and 5) pursuit by individual Hispanics desiring to become higher education administrators of those consensus items related to individual situations.

The research clearly indicates the doctorate degree is the "union card" for administrators in higher education. Without this card, the promotion for senior level positions at universities and colleges will be difficult, if not impossible. The Hispanic educational pipeline (figure 1) in the literature review indicates a "clog" in high school completion by Hispanics. The long term solution will be to increase the number of

Hispanics entering college. Nevertheless, increasing high school attainment and college entrance is beyond the scope of this study. The quickest solution will be to assist Hispanics already within the college pipeline. With this in mind, the researcher is recommending the creation of a University Minority Graduate Identification Program. This program should be placed, at the very least, within the realm of the Graduate Dean or the Vice-President of Diversity and work hand in hand with the counseling department. Most institutions, in response to the diversity issue, have implemented diversity or multi-cultural departments. The framework for this program will be the psychosociocultural (PSC) model. The PSC model is structured as an undergraduate program. It may or may not apply to graduate students. According to Gloria and Rodriguez (2000), the PSC model would increase retention and persistence of Latino students through:

- (a) psychological training (e.g., multicultural awareness) and expertise to enhance student self-efficacy, (b) ability to provide outreach and consultative programming to a wide range of campus personnel, (c) familiarity with and interaction in the campus environment, (d) knowledge of available campus and community resources, and (e) accessibility to Latino students. (p. 146)

This program would identify talented minorities who are completing their bachelors or masters degree. The faculty would identify these students and recommend them to the Graduate Dean or VP of Diversity. The program would inform students of graduate opportunities and establish workshops with the Counseling departments focusing on the PSC model. In addition, these students would receive information regarding admissions, testing, financial assistance and graduate assistant programs. Furthermore, they would be

assigned to a graduate faculty member to act as a mentor. This program will address consensus items such as the degree attainment concerns, diversity issues and the need for mentors. Specifically, this program will meet 11 of the 48 items which met consensus.

The second recommendation is the broadening of leadership programs offered by professional organizations such as the American Council of Education (ACE) or the Hispanic Association of Colleges and Universities (HACU) fellowship program. The literature review indicates that both of these professional associations have sponsored leadership programs in the past. Much of the curriculum in these leadership programs include the “nuts and bolts” of higher education administration such as budget management, fund raising and dealing with legislators and/or donors. This recommendation will encourage the implementation of an emotional intelligence component. Research has indicated that major corporations and government agencies are implementing emotional intelligence components in their training (Hay Group, 2004). Goleman (1998) indicated that emotional intelligence is a better predictor of success for leaders than IQ. Many of the consensus items in this study recognized the necessity to possess such skills. Specifically, the consensus items that would be addressed under this recommendation are people skills, personal skills, problem solving skills, and communication skills; which would account for 12 out of the 48 consensus items.

The third recommendation would include the encouragement of prospective Hispanic administrators to be involved in professional organizations such as HACU or AAHHE (American Association of Hispanics in Higher Education). These programs offer not only continuous training but also the ability to network with other professionals in the field. This networking was a valued component of this study, which met

consensus. Additionally, the involvement in these associations will keep professionals current in issues affecting minorities today. This recommendation will address 6 of the 48 items that met consensus in this study.

The fourth recommendation for those institutions that are serious about a diversified student body, faculty and administration is the creation of an Executive Leadership Program for minorities as recommended by Leon & Nevarez in 2006 to the higher education system in California. The program would call for an institutional commitment to diversification by incorporating diversification into its mission statement, increase the number of minorities in its faculty rank, increase its outreach efforts with programs such as loan forgiveness for doctoral students in mid-management or faculty positions and support research on minorities' experiences, particularly in doctoral programs. Furthermore, the institution would sponsor a formal leadership program for tenured minority faculty and mid-level administrators. The curriculum would include the "nuts and bolts" for career development of an administrator. Keeping in mind the results of this research, the recommendation will also suggest the inclusion of emotional intelligence skills such as communication, problem solving and team building. Upon completion of this program, the Chancellor or President's office must take an active role in placing the graduates in appropriate administrative positions (Leon & Nevarez, 2006). This recommendation will account for 16 of the 48 consensus items.

The fifth and last recommendation is the pursuit by individual Hispanics desiring to become higher education administrators of those items related to individual situations. This recommendation asks Hispanics to take personal responsibilities for certain consensus items which can not be met by any one program. Individual situations that

met consensus in this study were personal motivation, learning from your mistakes, having energy/enthusiasm, learning patience, focusing on students, observe before making organizational changes, being very well read, maintaining collegial perspective, maintaining integrity, always following through with commitments, reading literature, being aware of tokenism, making decisions, and supporting diversity. These individual characteristics are incumbent upon an individual and can not be taught in any class or addressed in any program.

### **Recommendation for Further Studies**

Based on the findings of this study, the following recommendations for further study are made:

- Replicate this study with participation of more Hispanic administrators to include an understanding of the panelist's personal background such as family educational background and socioeconomic condition.
- Co-sponsor the study with association(s) that represents minorities in higher education such as HACU or AAHHE.
- Have a study that will focus on trials and obstacles of obtaining a positing of a chief administrator in higher education instead of successful experiences and strategies.
- Conduct studies at each level of the educational pipeline to identify recurring problems.



### **Final Thought**

Conversations regarding the impact of the Hispanic population explosion are just entering the mainstream consciousness. Although the implications for the workforce, politics, and Corporate America are many, the solutions will begin with an educational system, which will swiftly move from taunting the participation of Hispanics in higher education to boasting the success of Hispanics in higher education. The answer will come in the form of programs that are proactive. These programs will identify the talents of Hispanics and allow them to flourish in an environment, which is inviting and encouraging, thus leading to success. The career development of Hispanics in higher education administration can provide a critical step in opening doors for Hispanic students and professionals. "It will then be the mission of the new Hispanic leaders to serve as articulate spokespersons and change agents, committed to the harmonious blending of new methods to continue excellence while amalgamating under-represented population groups into our best colleges and universities" (Haro & Lara, 2003, p. 164).

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**APPENDIX A****ROUND ONE QUESTIONNAIRE**

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Home Delphi Round 1

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**Research Questions**

**Directions:**  
Greetings! You are about to begin Round 1 on the National Study of the Career Development of Hispanic Administrators in Higher Education. You will be asked 4 questions. This round is open-ended. You may give as many responses as you wish to each question. Please base your responses on your experiences.

Please submit your responses by August 18th, 2006.

Thank you for your participation! It is greatly appreciated!

1. What are positive experiences you encountered that enabled you to be a successful administrator in higher education?

Add Another Item

Done

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2. What strategies did you utilize that enabled you to be a successful administrator in higher education?

Add Another Item

3. Based on your experiences, what recommendations will you make to future Hispanic administrators to be successful in higher education?

Add Another Item

4. What strategies will be critical for future Hispanic administrators to utilize in order to be successful in higher education?

Add Another Item

Done

Delphi Round 1 - Mozilla Firefox

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Add Another Item

3. Based on your experiences, what recommendations will you make to future Hispanic administrators to be successful in higher education?

Add Another Item

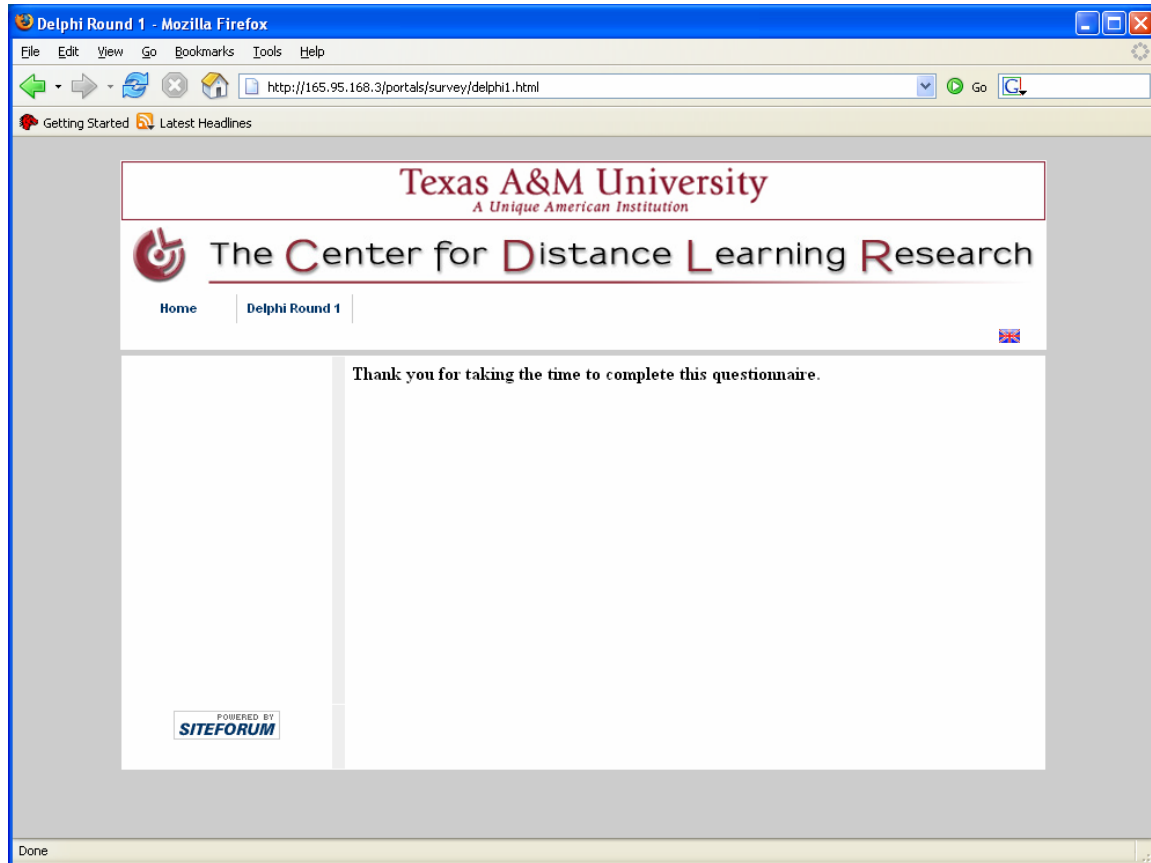
4. What strategies will be critical for future Hispanic administrators to utilize in order to be successful in higher education?

Add Another Item

Save Submit

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**APPENDIX B****ROUND TWO LETTER**



September 16, 2006

Dr. \_\_\_\_\_,

Thank you for participating in the National Study on Hispanic Administrators in Higher Education. The responses for Round 1 have been evaluated. You should receive electronic notification of Round 2 within a few weeks. This round will ask you to rank the responses from Round 1 in regards to their importance. The next few rounds should be relatively quick.

I appreciate your time and effort in this study. If you have any questions or concerns, you can contact me at (361)389-8402 or by e-mail at [silvar@coastalbend.edu](mailto:silvar@coastalbend.edu).

Warmest Regards,

Rito Silva  
Doctoral Candidate

**APPENDIX C****ROUND TWO QUESTIONNAIRE**

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**Questions Page 1**

What are the positive experiences you encountered that enabled you to be a successful administrator in higher education?

---

1. Earned multiple degrees  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

2. Attend conferences/leadership programs  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

3. Personal Skills (persistence, high expectations)  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

4. People Skills (Work w/faculty)  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

5. Problem solving skills

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6. High Regard for the field  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

7. Mentor  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

8. Role Model  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

9. Cultural Awareness  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

10. Faculty Experience  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

11. Family Support  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

12. Network  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

13. Personal Motivation  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

14. Military/Business/varied experience  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

15. Demographic  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

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11. Family Support  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

12. Network  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

13. Personal Motivation  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

14. Military/Business/varied experience  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

15. Demographic  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

16. Would you like to include any other positive experiences that enabled you to be a successful administrator in higher education?

Next

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**Questions Page 2**

What strategies did you utilize that enabled you to be a successful administrator in higher education?

---

1. Faculty member  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

2. Grant experience  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

3. Served on committee  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

4. Serve as interim/take opportunities  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

5. Very well read

Done

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**Questions Page 2**

What strategies did you utilize that enabled you to be a successful administrator in higher education?

---

1. Faculty member  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

2. Grant experience  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

3. Served on committee  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

4. Serve as interim/take opportunities  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

5. Very well read

Done

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5. Very well read  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

6. Career Development  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

7. Mentor  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

8. Focus on students  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

9. Work well with faculty/build trust  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

10. Personal Skills (ie honesty, truthful, personal motivation)  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

11. Continued Learning/Conference  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

12. Role Model  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

13. Network  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

14. Leadership Programs  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

Done



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11. Continued Learning/Conference  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

12. Role Model  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

13. Network  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

14. Leadership Programs  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

15. Degrees  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

16. Would you like to include any other strategies you utilized that enabled you to be a successful administrators in higher education?

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**Questions Page 3**

Based on your experiences, what recommendations will you make to future Hispanics administrators to be successful in higher education?

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1. Pay Dues/Experience  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

2. Get that doctorate  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

3. Personal Skills (ie being positive and enjoying people)  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

4. Read Literature  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

5. Career Development

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5. Career Development  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

6. Find a mentor  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

7. Role Model  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

8. Network  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

9. Professional Development  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

10. Work as a faculty member  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

11. Link to legislature/major donors  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

12. Would you like to include any other recommendations you have to future Hispanic administrators to be successful administrators in higher education?

Done

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7. Role Model  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

8. Network  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

9. Professional Development  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

10. Work as a faculty member  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

11. Link to legislature/major donors  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

12. Would you like to include any other recommendations you have to future Hispanic administrators to be successful administrators in higher education?

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**Questions Page 4**

What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?

---

1. Get a doctorate  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

2. Experience  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

3. People Skills (ie Emotional Intelligence, Personal Skills)  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

4. Knowledge of the Higher Ed System  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

5. Form strong team

Done

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4. Knowledge of the Higher Ed System  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

5. Form strong team  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

6. Management Skills  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

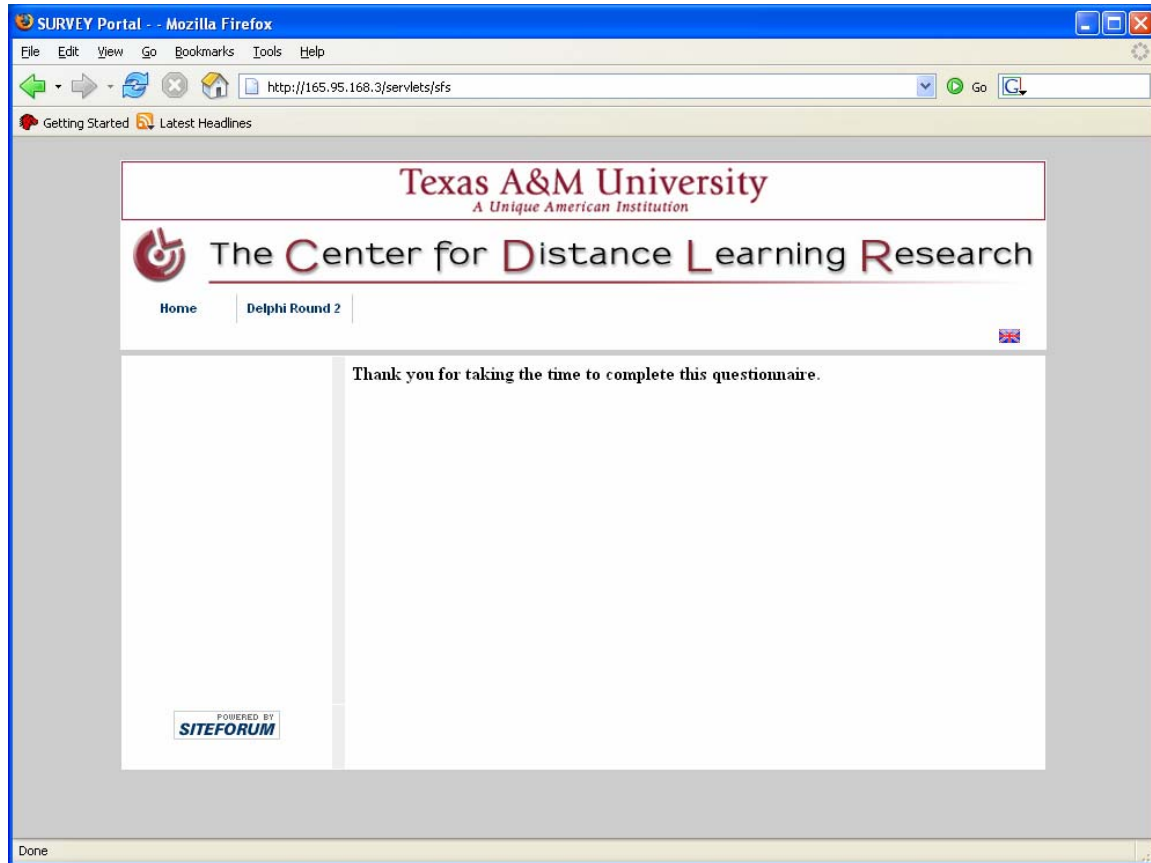
7. Read  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

8. Support Diversity  
☐ 4-Very Important ☐ 3-Important ☐ 2-Not Very Important ☐ 1-Unimportant

9. Would you like to include any other strategies that are critical for future Hispanic administrators to utilize to be successful administrators in higher education?

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Done



**APPENDIX D****ROUND THREE INSTRUMENT**



## National Study of Hispanic Administrators A Delphi Study Round 3

Dear Dr. \_\_\_\_\_

### **Directions**

Thank you for participating in this National Study on Hispanics in Higher Education. You are about to begin Round 3. In Round 3, you will have three sets of instructions (a, b and c) for each of the four questions. For questions 1a, 2a, 3a, and 4a, you are being asked to review your previous ranking and group mean (in shaded area) on each of the categories from Round 2. You will then have an opportunity to change your ranking in the appropriate column (unshaded area) in the table, **if you wish**. You can also leave your rankings the same by either leaving the column blank or typing in the same value. The value of the rankings will be as follows:

- 4 will represent a "very important" item
- 3 will represent an "important" item
- 2 will represent a "not very important" item
- 1 will represent an "unimportant" item

You will use these same rankings for questions 1b, 2b, 3b and 4b. These questions will ask you to rank categories added during Round 2. In questions 1c, 2c, 3c and 4c, you will have the opportunity to enter another item you feel should be on the list. My hope is to complete this round within 2 weeks.

Your assistance is appreciated. I realize your time is valuable.

*Note: No one else has seen or will see your rankings.*

1a. What are the positive experiences you encountered that enabled you to be a successful administrator in higher education?

Categories	Mean	Your Rank	New Ranking
Earn multiple degrees			
Attend Conferences/leadership programs			
Personal Skills (persistence, high expectations)			
People Skills			
Problem Solving Skills			
High regard for the field of higher education			
Mentor			
Role Model			
Cultural Awareness			
Faculty Experiences			
Family Support			
Network			
Personal Motivation			
Military/Business/Varied Experiences			
Demographic			

1b. Please rank these new categories using the same ranking scale.

Categories	Your Ranking
Communication Skills (Oral and Written)	
Ability to work with others	
Cultural Awareness	
Energy/Enthusiasm	
Patience	
Community Service	
Read widely about the Higher Education Field	
Learn from your mistakes	
Intrapersonal Skills (Personal motivation, goal orientation and time management)	
Faith in God	

1c. Would you like to include any other positive experiences that enabled you to be a successful administrator in higher education?

*Please type those additional experiences below.*

2a. What strategies did you utilize that enabled you to be a successful administrator in higher education?

Categories	Mean	Your Rank	New Rank
Becoming a faculty member			
Grant Experience			
Served on committees			
Served as interim/take opportunities			
Be very well read			
Career Development			
Found a mentor			
Focused on student needs			
Worked well with faculty/build trust			
Personal Skills (i.e., honesty, truthful, personal motivation)			
Continued Learning/Conferences			
Finding a role model			
Networking			
Joining Leadership Programs			
Degrees			

2b. Please rank these new categories using the same ranking scale.

Categories	Rank
Observe before making organizational changes	
Continuous Training	
Appropriate credentials such as doctorate	
Maintaining "collegial perspective"	

2c. Would you like to include any other strategies you utilized that enabled you to be a successful administrator in higher education?

*Please type those additional strategies here.*

3a. Based on your experiences, what recommendations will you make to future Hispanic administrators to be successful in higher education?

Categories	Mean	Your Rank	New Rank
Pay your dues/get experience			
Get that doctorate			
Develop Personal Skills (i.e., be positive and enjoy people)			
Read Literature			
Career Development			
Find a mentor			
Find a role model			
Network			
Professional Development			
Work as a faculty member			
Link to legislature/Major Donors			

3b. Please rank these new categories using the same ranking scale.

Category	Rank
Be aware of "tokenism"	
Learn from other Latino Senior Administrators	
Maintain integrity	
Always follow through with commitments	

3c. Would you like to include any other recommendations you have for future Hispanic administrators to be successful administrators in higher education?

*Please type your recommendations here.*

4a. What strategies will be critical for future Hispanic administrators to utilize to be successful administrators?

Categories	Mean	Your Rank	New Rank
Get a doctorate			
Experience			
People Skills (i.e., Emotional Intelligence, Personal Skills)			
Knowledge of the Higher Education System			
Form a strong team			
Management Skills			
Read			
Support Diversity			



4b. Please rank these new categories using the same ranking scale.

Category	Rank
Learn the trade and be prepared for opportunities	
Leave one's community if it means getting a better job	
Make decisions	
Listening Skills	
Military Experience can be very important because of financial opportunities and sense of pride	

4c. Would you like to include any other strategies that are critical for future Hispanic administrators to utilize to be successful administrators in higher education?

*Please type your recommendations here.*

## **VITA**

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## **EDUCATIONAL BACKGROUND**

Texas A&M University - College Station, Texas  
Ph.D. in Human Resource Development, 2007

Texas A&M University – Kingsville, Texas  
M.S. in Guidance and Counseling, May 1994

Texas A&I University, Kingsville, Texas  
B.B.A. with a major in Finance, May 1990

Alice High School Honor Graduate May 1986

## **WORK HISTORY**

Director of Alice Campus  
Coastal Bend College, August 2006 – Present

State Online Student Services Consortium  
Contract Employee for Grant August 2006 – August 2007

Director of Student Development  
Coastal Bend College, August 2004 – August 2006

Director of Teacher Development Center and Coordinator of Counseling Services  
Coastal Bend College, August 2003-August 2004

Counselor  
Coastal Bend College - Kingsville Center, July 1994 to August 2003

Academic Counselor/Assistant to the Dean, College I  
Texas A&M-Kingsville, July 1990 to July 1994

Student Assistantship, Dean of Students Office  
Texas A&I University, August 1987 to May 1990